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Units in first grade conversational Spanish are correlated with the regular course of study. Constant repetition of vocabulary phrases and sentences is emphasized as an important factor for the first grader learning Spanish by "ear." All vocabulary presented is linked with known experiences and objects either within the classroom or in the life of the child. The first year of Spanish is primarily concerned with ear training, and response may be slow or nil. The role of the teacher as a resourceful, imaginative, enthusiastic supporter is most important. The aim of this specially developed curriculum is to train children to "think" in Spanish. No translation activity should take place. A unit on directions and commands, as well as basic vocabulary for first grade is given. Songs are included. Periods should not exceed twenty minutes. Included units are: greetings and names, the classroom, parts of the body, children's articles of clothing, the family, articles of clothing for the parents, the outside of the house, household furniture, I set the table, fruits, vegetables, holidays, seasons, and weather.

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El Paso Public Schools

El Paso, Texas

A Manual of Materials, Aids, and Techniques For the Teaching of Spanish To English-Speaking Children

First Grade

Published by the authority of the School Board
The El Paso Public Schools
EL PASO, TEXAS

AUGUST - 1952
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El Paso Public Schools

El Paso, Texas

A Manual of Materials. Aids. and Techniques For the Teaching of Spanish to English-speaking Children in the First Grade

Published by the authority of the Board of Education
of the El Paso Public Schools

Revised Edition
(corrected copy)
August. 1955

FOREWORD

The first grade conversational Spanish program has been in operation in El Paso for four years. We feel that considerable progress has been made.

Many of the materials and techniques contributing to the success of this program have been incorporated in this manual. We trust that, as this phase of our work expands, this material will be of increasing value to those participating in the program.

MORTIMER BROWN, Superintendent

Preface

In September, 1951, at the time that the experiment for the teaching of Spanish to English-speaking children in the first grades at nine of the El Paso Public Schools was initiated, there were no materials at hand to begin the experiment. The idea of teaching conversational Spanish in the first grade was novel and the need for unified material based on first grade units was evident. If the teaching of conversational Spanish "by ear" to first-graders was to be a natural process the logical topics to introduce for class discussion were those familiar to six-year-old children whose experiences are limited and whose theater of living has not yet expanded beyond the home and the family. These topics for class discussion were presented in Spanish. At no time during the class periods were there any translations. If the ultimate result in a language experiment is to train children to "think" in the foreign language taught, classes must be conducted in that language.

Units were devised to present topics in Spanish in an informal and in as natural a manner as possible. The first unit was a logical and natural one provoked by the first day classroom situation: greetings and names. From then on other units evolved throughout the year. These units here presented have served more usefully because they coincide with El Paso's first grade course of study. They are based on a practical vocabulary largely common to the first grade course of study in any public school system. However, they should serve only as a guide to the teacher who is looking for teaching aids and material for first grade Spanish rather than as a steadfast directive for all first grade Spanish classes. If used as guides, these units should be expanded to fit the situation of the moment in any particular area.

During the introductory stage of a unit practice and repetition are essential but once the Spanish expressions, phrases, and vocabulary are understood, they become part of the everyday conversation in the first grade classroom. Greetings and introductions become routine. Children's clothes play an important part from the time colors are introduced (Unit I) in preparation for the presentation of Unit IV based on clothing for children (Unit VI) and based on clothing for the parents. All of these topics are known interests of a six-year-old child and the presentation of known material creates relevant experiences from the onset.

Unit II based on the classroom is appealing and self-motivated. Unit V based on the family, includes every member of the family and their pets. However, once the names of the various members of the family are learned, they become part of the child's everyday vocabulary, since they relate to previously learned vocabulary. Unit VII, "The Outside of the House" is one of the most interesting units because of the many possible ways of presenting it, such as through freehand sketches, drawings on the easel, and stenciled diagrams to be colored by the children. It is, however, an isolated unit which serves only to place the family within the home. After the children have drilled and learned the basic vocabulary on the outside of the house, the family is placed inside. Unit VIII deals with the furniture in the house. This unit takes into consideration all the essential items of furniture in a home. Vocabulary is retained by the children through repetition, and frequent checks by means of diagrams and sketches indicate that the practical and essential vocabulary is readily understood and retained. Unit IX is the longest in measure of time because of the various items presented in order to set a table and the dramatizations that must accompany this unit in setting the various objects on the table.

There is no time limit in the teaching of these twelve units in the first grade, except that they comprise the material presented from September to May. Nor are the units divided into weekly or monthly presentations. The length of time spent on each depends upon the teacher's ability to present his material, his judgment in stressing and emphasizing the essential and practical expressions within each unit, and his ability to realize whether or not the children are comprehending the expressions used with the unit. When the teacher is convinced that the children do comprehend and retain the essential vocabulary a new unit is introduced based on previously learned vocabulary.

In teaching a foreign language one must not forget that one "builds up" on known vocabulary. Constant repetition of vocabulary phrases and sentences is an important factor for the first grader who is learning Spanish by "ear." All new vocabulary is tied somehow to that previously learned.

Each unit has a list of vocabulary and expressions to be used in the presentation of the material for the unit. The units are subdivided into phases, a series of daily lessons constituting each phase. These daily lessons are numbered in each unit to coincide with the number on the vocabulary list, and together they represent a complete topic to be considered during the daily lessons. Each daily lesson may cover as many topics as the teacher feels the children can retain without causing confusion in their interpretations. These numbered topics are related within the unit, and such relationship is important in creating a logical sequence and unity. The length and duration of each Spanish lesson should be not over twenty minutes, since the attention span of the average first grader is fifteen to twenty minutes. Much can be accomplished during fifteen minutes by the teacher's constant drilling on vocabulary and expressions as he flashes picture cards of objects to be learned. Subsequent class periods require more practice and repetition for the retention of vocabulary on the part of the children. Practice periods in which the children have the opportunity to converse about the objects flashed before them should be provided after vocabularies are learned.

The fact that these units are correlated not only to the first grade course of study but to everyday classroom activities in the first grade affords greater assurance for success. Spanish cannot be isolated from the child's experiences if it is to be a working tool for conversation. All Spanish vocabulary presented is linked with known experiences and objects either within the classroom or in the life of the child. To the child who is hearing a foreign language for the first time in his life and who is learning by "ear" Spanish will have greater significance when he can relate the Spanish word to a known object.

The first year of Spanish in the first grade is one of ear training. The child is becoming adjusted to new sounds. Response may be slow or even nil. For this reason, the teacher must be speaking Spanish constantly in the classroom as he flashes picture cards of objects in the lesson. By constant repetition the child eventually responds willingly and without inhibitions. The teacher, then, must provide this ear training. He must encourage response from his children but he must not force them into any activity. It is through the child's interest in the language that he learns Spanish.

In this respect, the role of the teacher of Spanish in the first grade is of the utmost importance. The success of the course depends largely upon him. He must be resourceful and imaginative, vivacious and enthusiastic. In the teaching of languages enthusiasm is contagious. The teacher must enact and live whatever part is called for in the teaching material, and through his own participation he can create situations in the classroom that will stimulate the desire on the part of the children to speak Spanish. His method must be direct and he should avail himself of illustrations or objects called for in the text in order to make Spanish a living language. By his use of Spanish at all times without any translations (but by association of the spoken word with the object) he will train the children in "thinking in Spanish" which is the desired and ultimate goal if the first graders are to become fluent and proficient in Spanish.

Carlos Rivera, Supervisor
Spanish in the Elementary Grades

El Paso, Texas
August, 1955

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Unit on Directions and Commands in Class

During the class the Spanish teacher will make use of many commands and directions which are not indicated in the lesson units and are not indicated in the vocabulary lists. These are listed to assist the teacher but are not expected to be retained by the pupils.

¡Abra Ud!	Open!
¡Baile Ud.!	Dance!
¡Quietos!	Be quiet!
¡Cante Ud.!	Sing!
¡Coja Ud.!	Catch!
¡Corten en tiras!	Cut into strips!
¡Corten Uds.!	Cut!
¡Cuenten Uds.!	Count!
¡Dibujen Uds.!	Draw!
¡Diga Ud.!	Say!
¡Digan Uds.!	Say!
¡Entre Ud.!	Enter!
¡Escuchen Uds.!	Listen!
¡Estése quieto!	Be still!
¡Mire Ud.!	Look!
¡Párese Ud.!	Stand up!
¡Pase Ud.!	Come in!
¡Peguen Uds.!	Paste!
¡Pinten Uds.!	Color!
¡Ponga Ud.!	Set!
¡Pongan atención!	Pay attention!
¡Pongan Uds.!	Put!
¿Puede(n) Ud.(s.)?	Can you?
¿Qué pasa?	What is the matter?
¿Quién puede decir?	Who can say?
¡Repitan Uds.!	Repeat!
¿Saben Uds.?	Do you know?
¡Sean Uds.!	Be!
¡Siéntese Ud.!	Sit down!
¡Sirva Ud.!	Serve!
¡Sírvase Ud.!	Help yourself!
¡Tenga Ud.!	Have!
¡Tome Ud.!	Drink!
¡Toque Ud.!	Knock!
¡Traigan Uds.!	Bring!
¡Vamos a contar!	Let's count!
¡Vamos a hacer!	Let's do!
¡Vamos a pegar!	Let's paste!
¡Vamos a rezar!	Let's pray!
¡Vamos a servir!	Let's serve!
¡Vean Uds.!	See!
¡Venga Ud.!	Come here!

BASIC VOCABULARY FOR FIRST GRADE

Spanish	English
a	at
a sus órdenes	at your service
abre	he, she opens, you open
adentro	inside
al rededor	around
amarillo, -a	yellow
anaranjado, -a	orange (color)
antes de	before
el azúcar	sugar
azul, -es	blue
bien	well
blanco, -a	white
la blusa	blouse
la boca	mouth
el brazo	arm
bueno, -a,-os,-as	good
el cabello	hair (girl's)
la cabeza	head
café	brown
la calabaza	pumpkin
los calcetines	socks
la cama	bed
la camisa	shirt
la cara	face
la casa	house
catorce	fourteen
la cebolla	onion
la cereza	cherry
cinco	five
cincuenta	fifty
el cinto	belt
el circo	circus
el clavel	carnation
el cócono	turkey
el color, -es	color
color de rosa	pink
¿cómo?	how?
la cómoda	chest of drawers
el conejo	rabbit
contar	count
la corbata	tie
las cortinas	curtains
el costal	bag
la crema	cream
el cuadro	picture, square
¿cuántos, -as ?	how many?
cuarenta	forty
cuarenta y cinco	forty-five

Spanish	English
cuarenta y cuatro	forty-four
cuarenta y dos	forty-two
cuarenta y nueve	forty-nine
cuarenta y ocho	forty-eight
cuarenta y seis	forty-six
cuarenta y siete	forty-seven
cuarenta y tres	forty-three
cuarenta y uno	forty-one
el cuarto	room
el cuarto de baño	bathroom
cuatro	four
la cucharita	teaspoon
el cuchillo	knife
el cuello	neck (man's)
el cuerpo	body
el cumpleaños	birthday
los chícharos	peas
la derecha	right
el Día de Gracias	Thanksgiving Day
el Día de la Madre	Mother's Day
días	morning
dice	he, she says, you say
los dientes	teeth
diez	ten
el diez de mayo	May the 10th
diez y nueve	nineteen
diez y ocho	eighteen
diez y seis	sixteen
diez y siete	seventeen
el director	principal (m)
la directora	principal (f)
doce	twelve
el domingo	Sunday
dos	two
el durazno	peach
los ejotes	green beans
el	the
el elefante	elephant
el elote	corn
en	in, on, at
en frente de	in front of
en tiras	in strips
es	he, she is, you are
la escoba	broom
la escuela	school
el español	Spanish
está	he, she is, you are
estamos	we are

Spanish	English
este, -a	this
esto	this
la estufa	stove
el excusado	commode, toilet
la falda	skirt
¡Feliz Año Nuevo!	Happy New Year
¡Feliz Cumpleaños!	Happy Birthday
¡Feliz Navidad!	Merry Christmas
la flor	flower
el gato	cat
grande	large
gris	gray
El gusto es mío.	The pleasure is mine.
hace aire	it is windy
hace calor	it is warm
hace frío	it is cold
hace polvo	it is dusty
hace sol	it is sunny
hasta mañana	until tomorrow
hay	there is, are
la hermana	sister
el hermano	brother
la hoja	leaf
hoy	today
el invierno	winter
la izquierda	left
Jorge Washingtón	George Washington
el jueves	Thursday
el juguete	toy
la	the
el lápiz	pencil
largo, -a	long
la lechuga	lettuce
el librito	booklet
el lunes	Monday
la mamá	mother
la mano	hand
el mantel	tablecloth
la manzana	apple
el martes	Tuesday
me llamo	my name is
las medias	stockings
la mesa	table
la mesita	small table
el miércoles	Wednesday
morado, -a	purple
Muchas gracias	Thank you very much (Many thanks)

Spanish	English
los muebles	furniture
muy	very
la naranja	orange (fruit)
la nariz	nose
negro, -a	black
el nene	baby
el Niño Dios	Baby Jesus
los niños	children
la Noche Libre	Halloween
el nombre	name
nueve	nine
el número	number
o	or
ocho	eight
la oficina	office
la olla de barro	clay pot
once	eleven
la oreja	ear
el otoño	autumn
los pantalones	trousers
el pañuelo	handkerchief
el papá	father
la papa	potato
el papel	paper
la parada	parade
la Pascua Florida	Easter
el pato	duck
pegar	to paste
pego	I paste
pelo	hair (boy's)
la pera	pear
el perro	dog
la pierna	leg
la pimienta	pepper
la piña	pineapple
el plátano	banana
el platito	saucer
el plato	plate
el pollito	chick
pone	he, she sets, you set
la primavera	spring
el profesor	teacher (m)
la profesora	teacher (f)
pronto	soon
la puerta	door
¿qué?	what?
¿quién?	who?
quince	fifteen

Spanish	English
el radio	radio
el reloj	clock
la rodilla	knee
rojo, -a	red
la ropa	clothes
el sábado	Saturday
el saco	coat
la sal	salt
la sala de clase	classroom
San Nicolás	St. Nicholas
se llama	his, her, your name is
se sienta	he, she sits down, you sit down
seis	six
el señor (Sr.)	Mr.
la señora (Sra.)	Mrs.
la señorita (Sta.)	Miss
la servilleta	napkin
siete	seven
la silla	chair
el sillón	armchair
el sitio	place
el sofá	sofa
el sombrero	hat
son	they are
soy	I am
su, sus	your
también	also, too
la tarjeta	card
la taza	cup
Te quiero mucho	I love you
el teléfono	telephone
la televisión	television
el televisor	television set
el tenedor	fork
tengo	I have
Tengo gusto en conocerlo, -la	I am glad to know you
tiene	he, she has, you have
tienen	they have
las tijeras	scissors
el tocadiscos	record player
Toco la puerta	I knock at the door
toman	they take, drink
el tomate	tomato
la toronja	grapefruit
el traje	suit
trece	thirteen
treinta	thirty
treinta y cinco	thirty-five

Spanish	English
treinta y cuatro	thirty-four
treinta y dos	thirty-two
treinta y nueve	thirty-nine
treinta y ocho	thirty-eight
treinta y seis	thirty-six
treinta y siete	thirty-seven
treinta y tres	thirty-three
treinta y uno	thirty-one
tres	three
un, uno, una	a, an
uno	one
usted (Ud.)	you (sing.)
ustedes (Uds.)	you (pl.)
las uvas	grapes
va	he, she goes; you go
las vacaciones	vacation
vamos a	let's
vamos a hacer	let's make
el vaso	glass
veinte	twenty
veinte y cinco	twenty-five
veinte y cuatro	twenty-four
veinte y dos	twenty-two
veinte y nueve	twenty-nine
veinte y ocho	twenty-eight
veinte y seis	twenty-six
veinte y siete	twenty-seven
veinte y tres	twenty-three
veinte y uno	twenty-one
la ventana	window
el verano	summer
verde	green
el vestido	dress
el viernes	Friday
y	and
yo	I
la zanahoria	carrot
el zapato	shoe

Unit I

SALUDOS Y NOMBRES
(Greetings and Names)

Basic Vocabulary for Unit I

Spanish	English
a sus órdenes	at your service
amarillo, -a	yellow
anaranjado, -a	orange
azul, -es	blue
bien	well
blanco, -a	white
bueno, -a, -os, -as	good
café	brown
cinco	five
el color. -es	color. colors
¿Cómo?	How?
contar	count
cuatro	four
días	morning
diez	ten
el domingo	Sunday
dos	two
el	the
es	he. she is: you are
está	he, she is. you are
este, -a	this
esto	this
gris	gray
hasta mañana	until tomorrow
el jueves	Thursday
la	the
el lunes	Monday
el martes	Tuesday
me llamo	my name is
el miércoles	Wednesday
morado, -a	purple
Muchas gracias	Thank you
muy	very
negro, -a	black
los niños	children
el nombre	name
mueve	nine
el número	number
ocho	eight
el profesor	teacher (m)
la profesora	teacher (f)
¿qué?	what?
rojo, -a	red
el sábado	Saturday
se llama	his, her, your name is
seis	six
el señor (Sr.)	Mr.
la señora (Sra.)	Mrs.
la señorita (Sta.)	Miss
siete	seven
son	they are
soy	I am
su, sus	your
tienen	they have
tres	three
un, uno. una	a. an
uno	one
usted (Ud.)	you (sing.)
ustedes (Uds.)	you (pl.)
vamos a	let's
verde	green
el viernes	Friday
y	and
yo	I

Unit I

SALUDOS Y NOMBRES
(Greetings and Names)

Vocabulary

1.	Pase usted.	Come in.
2.	Buenos días, niño (niña).	Good morning, child.
	Buenas tardes.	Good afternoon.
	Buenos días, niños.	Good morning, children.
	Buenos días, señora.	Good morning, Madam.
	Buenos días, señor.	Good morning, Sir.
3.	¿Cómo está usted, señora?	How are you, Madam?
	Muy bien, gracias, ¿y usted?	Very well, thank you, and you?
	Muy bien, gracias.	Very well, thank you.
	¿Cómo están ustedes?, niños.	How are you, children?
	Muy bien, gracias. ¿y usted?	Very well, thank you, and you?
	Muy bien, gracias.	Very well, thank you.
4.	Ustedes son niños.	You are children.
	Yo soy el profesor (la profesora).	I am the teacher.
	Me llamo el señor (la señora, señorita) _____, a sus órdenes.	My name is _____, at your service.
	Este es un nombre.	This is a name.
	Todos los niños tienen nombres.	All the children have names.
	Usted se llama John.	Your name is John.
	Usted se llama Nancy.	Your name is Nancy.
	¿Cómo se llama usted?	What is your name?
	Me llamo John, a sus órdenes.	My name is John, at your service.
	Muchas gracias, John.	Thank you, John.
	¿Cómo se llama usted?, niña.	What is your name, little girl?
	Diga: Me llamo Nancy, a sus órdenes.	Say: My name is Nancy, at your service.
	Muchas gracias, Nancy.	Thank you, Nancy.
	Y usted, niño, ¿cómo se llama?	And what is your name, little boy?
	Me llamo Tom, a sus órdenes.	My name is Tom, at your service.

Additional Class Drills

1.	Vamos a contar.	Let's count.
	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.	One, two, three, four, five, six, seven, eight, nine, ten.
	Vamos a contar a las niñas.	Let's count the girls.
	Una, dos, etc.	One, two, etc. to ten and start again.
	Vamos a contar a los niños.	Let's count the boys.
	Uno, dos, etc.	One, two, etc. to ten and start again.
2.	Los colores:	The colors:
	blanco	white
	azul	blue
	rojo	red
	rosa	pink

verde	green
negro	black
amarillo	yellow
anaranjado	orange
morado	purple
café	brown
gris	gray
¿De qué color es esto?	What color is this?
Es rojo.	It is red.

Classroom Procedure

1. As you approach the door of the classroom, stop outside so that the children are aware of your presence. Do not enter the room immediately. Knock at the door once or twice. Some of the children will say, "Come in:" and immediately you pick up their cue by telling them in Spanish:

Pase usted.	Come in.

The children may continue in English to ask you to enter the room. Motion them to stop. Knock at the door again and say immediately:

Pase usted.	Come in.

Take a step or two into the room as you say, "Pase usted." Go out again, knock at the door, say, "Pase usted," and enter. By the third time, the children are aware of the fact that you are being asked to come in with the expression, "Pase usted."

2. As you enter the classroom, shake hands with the children closest to the door, saying:

Buenos días, niño (niña), or	Good morning, child.
Buenas tardes.	Good afternoon.

Stop long enough to hear each child repeat with you. Turn to the entire class and say:

Buenos días, niños.	Good morning, children.

If there is no response, turn to the classroom teacher (who has a copy of the lesson plan with translations) and say:

Buenos días, (teacher's name).	Good morning, ________.

She will return your greeting in Spanish. Now, turn to the children and repeat the greeting:

Buenos días, niños.	Good morning, children.

By now the children should respond in unison with you:

Buenos días, (your name).	Good morning, ________.

Re-enact once more your entry into the classroom: go out of the room, knock at the door, do not enter until the children say, "Pase usted," then enter the room and greet the class:

Buenos días, niños.	Good morning, children.

Say with them:

Buenos días, (your name).	Good morning. ________.

Turn to the classroom teacher and say:

Buenos días, (teacher's name).	Good morning, ________.

The teacher will say:

Buenos días, (your name).	Good morning. ________.

3. Ask the classroom teacher:

¿Cómo está usted, ______?	How are you, __________?

She will answer:

Muy bien, gracias, ¿y usted?	Very well, thank you, and you?

You will reply:

Muy bien, gracias.	Very well, thank you.

Now, ask the children:

¿Cómo están ustedes, niños?	How are you, children?

Encourage them to answer:

Muy bien, gracias, ¿y usted?	Very well, thank you, and you?

You reply:

Muy bien, gracias.	Very well, thank you.

Repeat the entire greeting, starting with:

Buenos días, niños.	Good morning, children.

Wait for their answer:

Buenos días, (your name).	Good morning, __________.

You say:

¿Cómo están ustedes?	How are you?

Wait for their answer:

Muy bien, gracias, ¿y usted?	Very well, thank you, and you?

You say:

Muy bien, gracias.	Very well, thank you.

4. Make a gesture to indicate that you are now going to talk about the children, and say:

Ustedes son niños.	You are children.

Now point to yourself and say:

Yo soy el profesor (la profesora).	I am the teacher.
Me llamo el señor (la señora, señorita), _____, a sus órdenes.	My name is ____________ at your service.

Repeat:

Me llamo ________, a sus órdenes.	My name is _____ at your service.

In most first grade classrooms there are name plates on the tables. Point to a name and say:

Este es un nombre.	This is a name.
Todos los niños tienen nombres.	All the children have names.

Go around the class, pointing out the name and saying to the child:

Usted se llama John.	Your name is John.
Usted se llama Nancy.	Your name is Nancy.

Now ask the question of some of these children whose names you have pointed out:

¿Cómo se llama usted?	What is your name?

Encourage the children to say:

Me llamo John, a sus órdenes.	My name is John, at your service.

Each time a child gives his name, say:

Muchas gracias, John.	Thank you, John.

Repeat "Diga" (Say) before each phrase the child is to repeat after you:

Diga: Me llamo John, a sus órdenes.	Say: My name is John, at your service.

Ask as many children as possible what their names are, helping them to answer with their own names:

You:

¿Cómo se llama usted, niña?	What is your name, little girl?

You and child:

Diga: Me llamo Nancy, a sus órdenes.	Say: My name is Nancy, at your service.

You:

Muchas gracias, Nancy.	Thank you, Nancy.
Y usted, niño, ¿cómo se llama?	And what is your name, little boy?

You and child:

Diga: Me llamo Tom, a sus órdenes.	Say: My name is Tom, at your service.

You:

Muchas gracias, Tom.	Thank you, Tom.

* * * * *

This first day procedure probably takes fifteen to twenty minutes to rehearse with the children. But once you have established a rapport between yourself and the children it will be easier to repeat this lesson during the following class meetings until these greetings become automatic and take less than a minute to perform.

It is suggested that about four class meetings will be utilized for the sole purpose of drill and repetition until the children can pronounce the answer without hesitation to your questions.

Additional Class Drills (to be used at about the second meeting of the class after reviewing greetings and names):

Count the number of children in class up to ten each time:

You:

Vamos a contar a las niñas.	Let's count the girls.
Una, dos, etc.	One, two, etc., to ten and start again.

Now count the boys:

You:

Vamos a contar a los niños.	Let's count the boys.
Uno, dos, etc.	One, two, etc., to ten and start again.

Utilizing First Grade Materials in the Classroom:

Point to the color chart in the room. As you point to the color (not to the English word for the color). state the color in Spanish and wait for the children to repeat with you:

Blanco, azul. rojo. verde. negro. amarillo. anaranjado, morado. café.	White, blue, red, green, black, yellow, orange, purple, brown.

These additional class drills may be used to add interest to the lesson. Point to objects in the room and ask:

¿De qué color es esto?	What color is this?
Answer with the children: Es rojo.	It is red.

Unit II

LA SALA DE CLASE
(Classroom)

Basic Vocabulary for Unit II

Spanish	English
catorce	fourteen
el cuadro	picture, square
¿cuántos, -as?	how many?
el cuarto de baño	bathroom
el director	principal (m)
la directora	principal (f)
doce	twelve
en	in, on, at
la escuela	school
el español	Spanish
estamos	we are
el excusado	commode, toilet
grande	large
hay	there is, are
el lápiz	pencil
la mesita	small table
o	or
la oficina	office
once	eleven
el papel	paper
quince	fifteen
el reloj	clock
la sala de clase	classroom
la silla	chair
las tijeras	scissors
el tocadiscos	record player
toman	they take, drink
trece	thirteen

Unit II

LA SALA DE CLASE
(Classroom)

1. Point to the classroom around you and say:

Estamos en la sala de clase.	We are in the classroom.
Ask: ¿Dónde estamos?	Where are we?
Digan: Estamos en la sala de clase.	We are in the classroom.

2. Point to the tables and say:

En la sala de clase hay muchas mesitas.	In the classroom there are many small tables.
Ask: ¿Qué hay?	What are these?
Digan: Hay muchas mesas.	These are many tables.
Ask: ¿Cuántas mesas hay aquí?	How many tables are here?
Digan: Cuenten Uds.: una. dos —— diez mesas.	Count, one, two, ... ten tables.
Hay diez mesas.	There are ten tables.

3. Point to chairs and say:

En la sala de clase hay muchas sillas.	In the classroom there are many chairs.
Ask: ¿Qué hay?	What are there?
Digan: Hay muchas sillas.	There are many chairs.
Ask: ¿Cuántas sillas hay?	How many chairs?
Digan: Cuenten: una —— diez sillas.	Count. one, ... ten chairs.
Hay diez sillas.	There are ten chairs.

4. La sala de clase está en la escuela.	The classroom is in the school.
Ask:	
¿Dónde está la sala de clase?	Where is the classroom?
Digan:	
Está en la escuela.	It is in the school.
Ask:	
¿Cómo se llama esta escuela?	What is the name of this school?
Digan:	
Esta escuela se llama la escuela ______.	This school is called ______ School.
Ask:	
¿Qué hay en la escuela?	What are there in the school?
Digan:	
En la escuela hay muchas salas de clase con mesitas y sillas.	In the school there are many classrooms with tables and chairs.
5. Point to the teacher and say:	
Esta señorita es la profesora.	This young lady is the teacher.
Ask:	
¿Quién es esta señorita?	Who is this young lady?
Digan:	
Esta señorita es la profesora.	This young lady is the teacher.
6. Point to yourself and say:	
Yo soy el profesor de español.	I am the Spanish teacher.
Ask:	
¿Quién soy yo?	Who am I?
Digan:	
Ud. es el profesor de español.	You are the Spanish teacher.
7. La profesora y los niños están en la sala de clase.	The teacher and the children are in the classroom.
Ask:	
¿Dónde están la profesora y los niños?	Where are the teacher and the children?
Digan:	
La profesora y los niños están en la sala de clase.	The teacher and the children are in the classroom.

8. La directora (el director) de la escuela es la Sra. _______ (el Sr. _______).	The principal of the school is Mrs. _______ (Mr. _______).
Ask:	
¿Quién es la directora?	Who is the principal?
Digan:	
La directora de la escuela es la Sra. _______.	The principal of the school is Mrs. _______.
Ask:	
¿Quién es la Sra. _____?	Who is Mrs. _______?
Digan:	
La Sra. _____ es la directora de la escuela.	Mrs. _____ is the principal of the school.
Say:	
La directora no está en la sala de clase.	The principal is not in the classroom.
Está en la oficina.	She is in the office.
Ask:	
¿Dónde está la directora?	Where is the principal?
Digan:	
Está en su oficina.	She is in her office.

9. Point to the books in the room and say:

Estos son libros.	These are books.
Ask:	
¿Qué son éstos?	What are these?
Digan:	
Estos son libros.	These are books.
Ask:	
¿De qué color son los libros?	What color are the books?
Digan:	
Son rojos, verdes, y azules.	They are red, green, and blue.
Ask:	
¿Son chiquitos o grandes?	Are they small or large?
Digan:	
Son chiquitos.	They are small.

10. Point to some paper, pencils, crayons, and scissors that the children may have on their desks and talk about each item.

Say:	
Niños, este es el papel.	Children, this is the paper.

Ask:	
¿Qué es éste?	**What is this?**
Digan:	
Éste es el papel.	**This is the paper.**
Say:	
Niños, éste es el lápiz.	**Children, this is the pencil.**
Ask:	
¿Qué es éste?	**What is this?**
Digan:	
Éste es el lápiz.	**This is the pencil.**
Say:	
Niños, éstos son colores.	**Children, these are the crayons.**
Ask:	
¿Qué son éstos?	**What are these?**
Digan:	
Éstos son colores.	**These are crayons.**
Say:	
Niños, éstas son tijeras.	**Children, these are scissors.**
Ask:	
¿Qué son éstas?	**What are these?**
Digan:	
Éstas son tijeras.	**These are scissors.**

11. Point to the clock and say:

Éste es el reloj.	**This is the clock.**
Ask:	
¿Qué es éste?	**What is this?**
Digan:	
Éste es el reloj.	**This is the clock.**

12. Point to pictures on the wall and say:

Éste es un cuadro.	**This is a picture.**
Ask:	
¿Qué es éste?	**What is this?**
Digan:	
Éste es un cuadro.	**This is a picture.**

13. In some classrooms there are a water fountain, bathroom and lavatory, and a record player. Point to them and say:

Ésta es la fuente del agua.	**This is the water fountain.**

Los niños toman agua.	The children drink water.
Este es el cuarto de baño.	This is the bathroom.
En el cuarto de baño hay un excusado.	In the bathroom there is a commode.

Additional Class Drills

Vamos a contar:	Let's count:
once	eleven
doce	twelve
trece	thirteen
catorce	fourteen
quince	fifteen

Unit III

PARTES DEL CUERPO
(Parts of the Body)

Basic Vocabulary for Unit III

Spanish	English
la boca	mouth
el brazo	arm
el cabello	hair (girl's)
la cabeza	head
la cara	face
el cuello	neck (man's)
el cuerpo	body
los dientes	teeth
la mano	hand
la nariz	nose
la oreja	ear
el pelo	hair (boy's)
la pierna	leg
¿quién?	who?
la rodilla	knee
también	also, too

Unit III

PARTES DEL CUERPO
(Parts of the Body)

INSTRUCTIONAL AIDS: Picture of a boy, and girl, to show parts of the body.

1. Flash a picture of a boy, and say:

Niños, éste es un niño.	Children, this is a boy.
Ask:	
¿Quién es éste?, niños.	Who is this, children?
Digan:	
Este es un niño.	This is a boy.

Have a boy come to the front of the class and point to the different parts of the body.

Say:	
Niños, éste es un niño, también.	Children, this is a boy, also.

2. Point to the boy's head, and say:

Esta es la cabeza del niño.	This is the boy's head.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es la cabeza del niño.	This is the boy's head.

3. Point to the boy's hair, and say:

Este es el pelo del niño.	This is the boy's hair.
Ask:	
¿Qué es éste?	What is this?
Digan:	
Este es el pelo del niño.	This is the boy's hair.
Ask:	
¿De qué color es el pelo?	What color is his hair?
Digan:	
Es amarillo.	It is yellow.
Say:	
El niño es rubio.	The boy is blond.

4. Point to the boy's face, and say:

Esta es la cara del niño.	This is the boy's face.

Ask:
¿Qué es ésta? What is this?

Digan:
Esta es la cara del niño. This is the boy's face.

5. Point to the boy's ears, and say:

Estas son las orejas del ninõ. These are the boy's ears.

Ask:
¿Qué son éstas? What are these?

Digan:
Estas son las orejas del niño. These are the boy's ears.

6. Point to the boy's eyes, and say:

Estos son los ojos del niño. These are the boy's eyes.

Ask:
¿Qué son éstos? What are these?

Digan:
Estos son los ojos del niño. These are the boy's eyes.

7. Point to the boy's nose, and say:

Esta es la nariz del niño. This is the boy's nose.

Ask:
¿Qué es ésta? What is this?

Digan:
Esta es la nariz del niño. This is the boy's nose.

8. Point to the boy's mouth, and say:

Esta es la boca del niño. This is the boy's mouth.

Ask:
¿Qué es ésta? What is this?

Digan:
Esta es la boca del niño. This is the boy's mouth.

9. Point to the boy's teeth, and say:
Estos son los dientes del niño. These are the boy's teeth.

Ask:
¿Qué son éstos? What are these?

Digan:
Estos son los dientes del ninõ. These are the boy's teeth.

10. Point to the boy's neck and say:	
Este es el cuello del niño.	This is the boy's neck.
Ask:	
¿Qué es éste?	What is this?
Digan:	
Este es el cuello del niño.	This is the boy's neck.
11. Point to the boy's arms. and say:	
Estos son los brazos del niño.	These are the boy's arms.
Ask:	
¿Qué son éstos?	What are these?
Digan:	
Estos son los brazos del niño.	These are the boy's arms.
12. Point to the boy's hands. and say:	
Estas son las manos del niño.	These are the boy's hands.
Ask:	
¿Qué son éstas?	What are these?
Digan:	
Estas son las manos del niño.	These are the boy's hands.
13. Point to the boy's fingers. and say:	
Estos son los dedos de las manos del niño.	These are the fingers on the boy's hands.
Ask:	
¿Qué son éstos?	What are these?
Digan:	
Estos son los dedos de las manos del niño.	These are the boy's fingers.
Los dedos son largos (cortos).	His fingers are long (short).
14. Point to the boy's body. and say:	
Este es el cuerpo del niño.	This is the boy's body.
Ask:	
¿Qué es éste?	What is this?
Digan:	
Este es el cuerpo del niño.	This is the boy's body.
15. Point to the boy's legs. and say:	
Estas son las piernas del niño.	These are the boy's legs.

Ask:

¿Qué son éstas? — What are these?

Digan:

Estas son las piernas del niño. These are the boy's legs.

16. Point to the boy's knees and say:

Estas son las rodillas del niño. — These are the boy's knees.

Ask:

¿Qué son éstas? — What are these?

Digan:

Estas son las rodillas del niño. These are the boy's knees.

17. Point to the boy's feet, and say:

Estos son los pies del niño. — These are the boy's feet.

Ask:

¿Qué son éstos? — What are these?

Digan:

Estos son los pies del niño. — These are the boy's feet.

18. Point to the boy's toes and say:

Estos son los dedos de los pies del niño. — These are the toes on the boy's feet.

Ask:

¿Qué son éstos? — What are these?

Digan:

Estos son los dedos de los pies del niño. — These are the boy's toes.

19. Follow the same procedure for the girl's parts of the body except for the girl's hair, which is *cabello* to distinguish from *pelo*.

Point to the girl's hair and say:

Este es el cabello de la niña. — This is the girl's hair.

Ask:

¿Qué es éste? — What is this?

Digan:

Este es el cabello de la niña. This is the girl's hair.

Additional Class Drills:

INSTRUCTIONAL AIDS: Have children color parts of the body of the boy and girl following your instructions in Spanish. Have them cut out and save these dolls to be dressed in Unit IV when clothing will be colored.

Classroom Procedure:

1. Have the children cut out the dolls, identify the parts of the body and color them according to directions given by the teacher in Spanish.

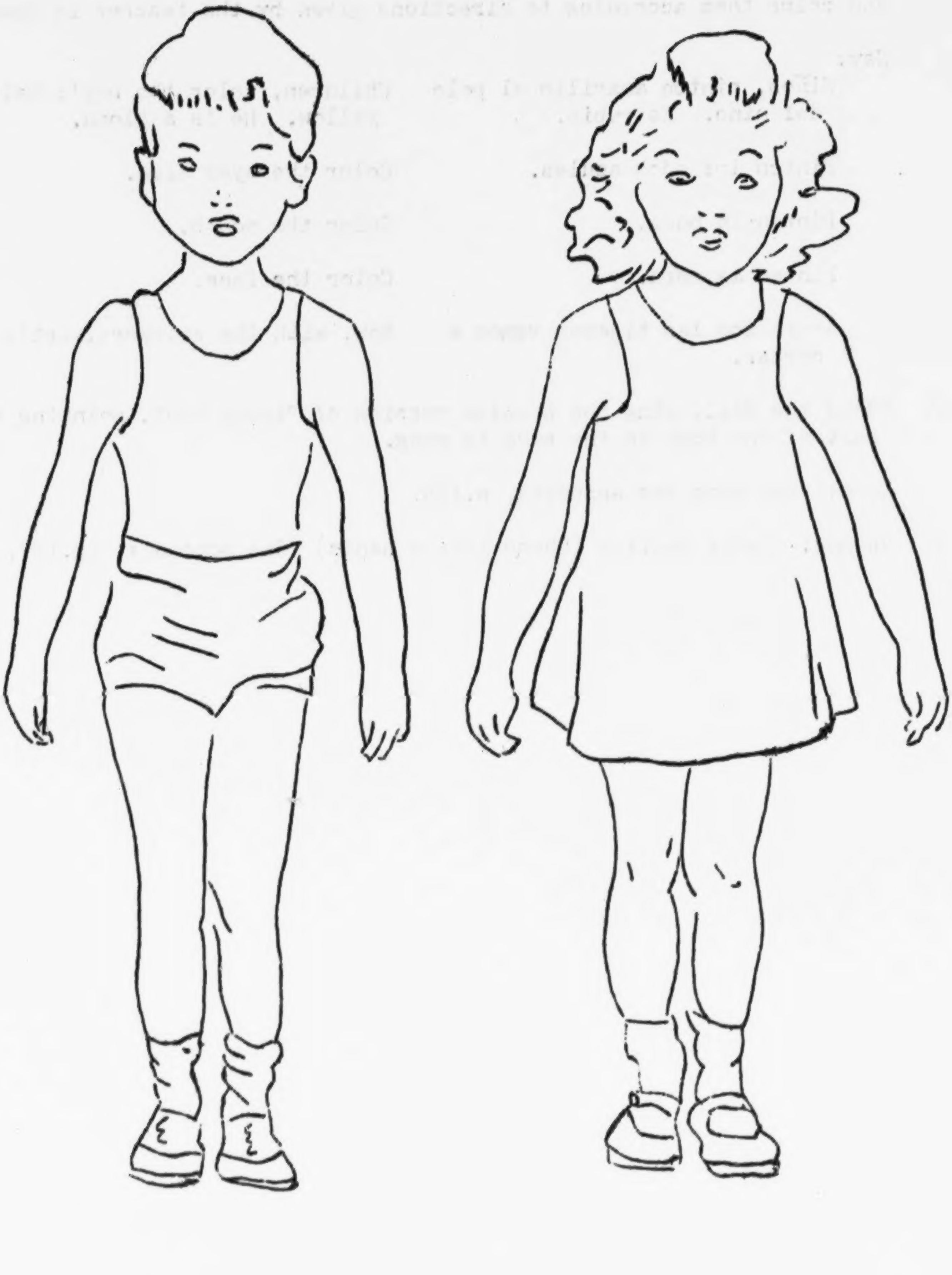
   Say:

Niños, pinten amarillo el pelo del niño. Es rubio.	Children, color the boy's hair yellow. He is a blond.
Pinten los ojos azules.	Color the eyes blue.
Pinten la boca.	Color the mouth.
Pinten la cara.	Color the face.
Ahora con las tijeras vamos a cortar.	Now, with the scissors, let's cut.

2. Using the doll, sing the Spanish version of "Looby Lou", pointing to the part of the body as the song is sung.

   Note: For song see appendix, p.125.

3. Rhymes: Estas Manitas (These little hands) See appendix, pp.127, 130.



Unit IV

PRENDAS DE VESTIR PARA LOS NIÑOS
(Children's Articles of Clothing)

Basic Vocabulary for Unit IV

Spanish	English
la blusa	blouse
los calcetines	socks
la camisa	shirt
la corbata	tie
el cinto	belt
diez y nueve	nineteen
diez y ocho	eighteen
diez y seis	sixteen
diez y siete	seventeen
la falda	skirt
los pantalones	trousers
veinte	twenty
el vestido	dress
el zapato	shoe

Unit IV

PRENDAS DE VESTIR PARA LOS NINOS
(Children's Articles of Clothing)

INSTRUCTIONAL AIDS: Pictures showing articles of clothing for all the members of the family, doll and dress, paper dolls and dresses.

1. Girls' clothing:

a. Este es el vestido de la niña.	This is the girl's dress.
Ask:	
¿Qué es éste?	What is this?
Digan:	
Es el vestido de la niña.	It is the girl's dress.
Ask:	
¿De qué color es?	What color is it?
Digan:	
El vestido es verde.	The dress is green.
b. Estos son los calcetines de la niña.	These are the girl's socks.
Ask:	
¿Qué son éstos?	What are these?
Digan:	
Son los calcetines.	They are socks.
Ask:	
¿De qué color son?	What color are they?
Digan:	
Los calcetines son blancos.	The socks are white.
c. Estos son los zapatos de la niña.	These are the girl's shoes.
Ask:	
¿Qué son éstos?	What are these?
Digan:	
Son los zapatos.	They are shoes.
Ask:	
¿De qué color son?	What color are they?
Digan:	
Los zapatos son negros.	The shoes are black.

d. Esta es la blusa.	This is the blouse.
Ask:	
¿Qué es ésta?, niños.	What is this, children?
Digan:	
Esta es una blusa.	This is a blouse.
Ask:	
¿De qué color es la blusa?	What color is the blouse?
Digan:	
La blusa es roja.	The blouse is red.
e. Esta es una falda.	This is a skirt.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es una falda.	This is a skirt.
Ask:	
¿De qué color es la falda?	What color is the skirt?
Digan:	
La falda es roja y negro.	The skirt is red and black.
2. Boys' clothing:	
a. Niños, ésta es la camisa del niño.	Children, this is the boy's shirt.
No es blusa.	It is not a blouse.
Es una camisa.	It is a shirt.
Ask:	
¿De qué color es?	What color is it?
Digan:	
Es blanca.	It is white.
b. Esta es la corbata.	This is the tie.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es la corbata.	This is the tie.
Ask:	
¿De qué color es la corbata?	What color is the tie?
Digan:	
La corbata es azul.	The tie is blue.

c. Estos son los pantalones del niño.	These are the boy's trousers.
Ask:	
¿Qué son éstos?	What are these?
Digan:	
Estos son los pantalones.	These are the trousers.
Ask:	
¿De qué color son los pantalones?	What color are the trousers?
Digan:	
Los pantalones son cafés.	The trousers are brown.
d. Estos son los calcetines y los zapatos.	These are socks and shoes.
Ask:	
¿De qué color son los calcetines?	What color are the socks?
Digan:	
Los calcetines son azules.	The socks are blue.
Ask:	
¿De qué color son los zapatos?	What color are the shoes?
Digan:	
Los zapatos son cafés.	The shoes are brown.

Procedure: In presenting the articles of clothing for the first time, it was found very successful and of great interest to the children to bring a boy or girl to the front of the room and discuss the clothing worn by the children, pointing out items and naming them in Spanish, with the class repeating after each item.

1. Choose a girl to come to the front of the room

a. Point to the girl's dress and say:

Este es el vestido de la niña.	This is the girl's dress.
Ask:	
¿Qué es éste?	What is this?
Digan:	
Es el vestido de la niña.	This is the girl's dress.
Ask:	
¿De qué color es?	What color is it?
Digan:	
El vestido es verde.	The dress is green.

b. Point to the girl's socks and say:

Estos son los calcetines de la niña.	These are the girl's socks.

Ask:	
¿Qué son estos?	What are these?
Digan:	
Son los calcetines de la niña.	These are the girl's socks.
Ask:	
¿De qué color son?	What color are they?
Digan:	
Los calcetines son blancos.	The socks are white.

c. Point to the girl's shoes and say:

Estos son los zapatos de la niña.	These are the girl's shoes.
Ask:	
¿Qué son estos?	What are these?
Digan:	
Son los zapatos de la niña.	They are the girl's shoes.
Ask:	
¿De qué color son los zapatos?	What color are the shoes?
Digan:	
Los zapatos son negros.	The shoes are black.

d. Now choose a girl who might be wearing a blouse and skirt; if none are present, flash a picture of a little girl in blouse and skirt and say:

Esta es la blusa	This is a blouse.
La niña usa una blusa.	The girl is wearing a blouse.
No usa vestido.	She does not wear a dress.
Ask:	
¿Qué es ésta?, niños?	What is this, children?
Digan:	
Esta es una blusa.	This is a blouse.
Ask:	
¿De qué color es la blusa?	What color is the blouse?
Digan:	
La blusa es roja.	The blouse is red.

e. Point to the skirt and say:

Esta es una falda.	This is a skirt.
La niña usa una falda.	The girl is wearing a skirt.
No usa vestido.	She is not wearing a dress.
Ask:	
Niños, ¿qué es ésta?	Children, what is this?

Digan:	
Esta es una falda. No es vestido.	This is a skirt. It is not a dress.
Ask:	
¿De qué color es la falda?	What color is the skirt?
Digan:	
La falda es roja y negra.	The skirt is red and black.

2. Now choose a boy to come to the front of the room.

a. Point to his shirt and say:

Niños, ésta es la camisa del niño.	Children this is the boy's shirt.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es la camisa del niño. No es blusa. No es vestido. Es una camisa.	This is the boy's shirt. It is not a blouse. It is not a dress. It is a shirt.

b. Point to your tie, or to the boy's tie, or flash a picture of a tie, and say:

Esta es la corbata.	This is the tie.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es la corbata. La corbata se usa con la camisa.	This is the tie. The tie is worn with the shirt.
Ask:	
¿De qué color es la corbata?	What color is the tie?
Digan:	
La corbata es azul. Es una corbata muy bonita.	The tie is blue. It is a very pretty tie.

c. Point to the boy's trousers and say:

Estos son los pantalones del niño.	These are the boy's trousers.
Ask:	
¿Qué son éstos?	What are these?
Digan:	
Estos son los pantalones. No es vestido.	These are the trousers. It is not a dress.

Ask:

¿De qué color son los pantalones?	What color are the trousers?

Digan:

Los pantalones son cafés.	The trousers are brown.

Point to the belt on the trousers and say:

Este es el cinto.	This is the belt.

Ask:

¿Qué es éste?	What is this?

Digan:

Este es el cinto.	This is the belt.

d. Point to the boy's socks and shoes, and say:

Estos son los calcetines y los zapatos.	These are socks and shoes.

Ask:

¿De qué color son los calcetines?	What color are the socks?

Digan:

Los calcetines son azules.	The socks are blue.

Ask:

¿De qué color son los zapatos?	What color are the shoes?

Digan:

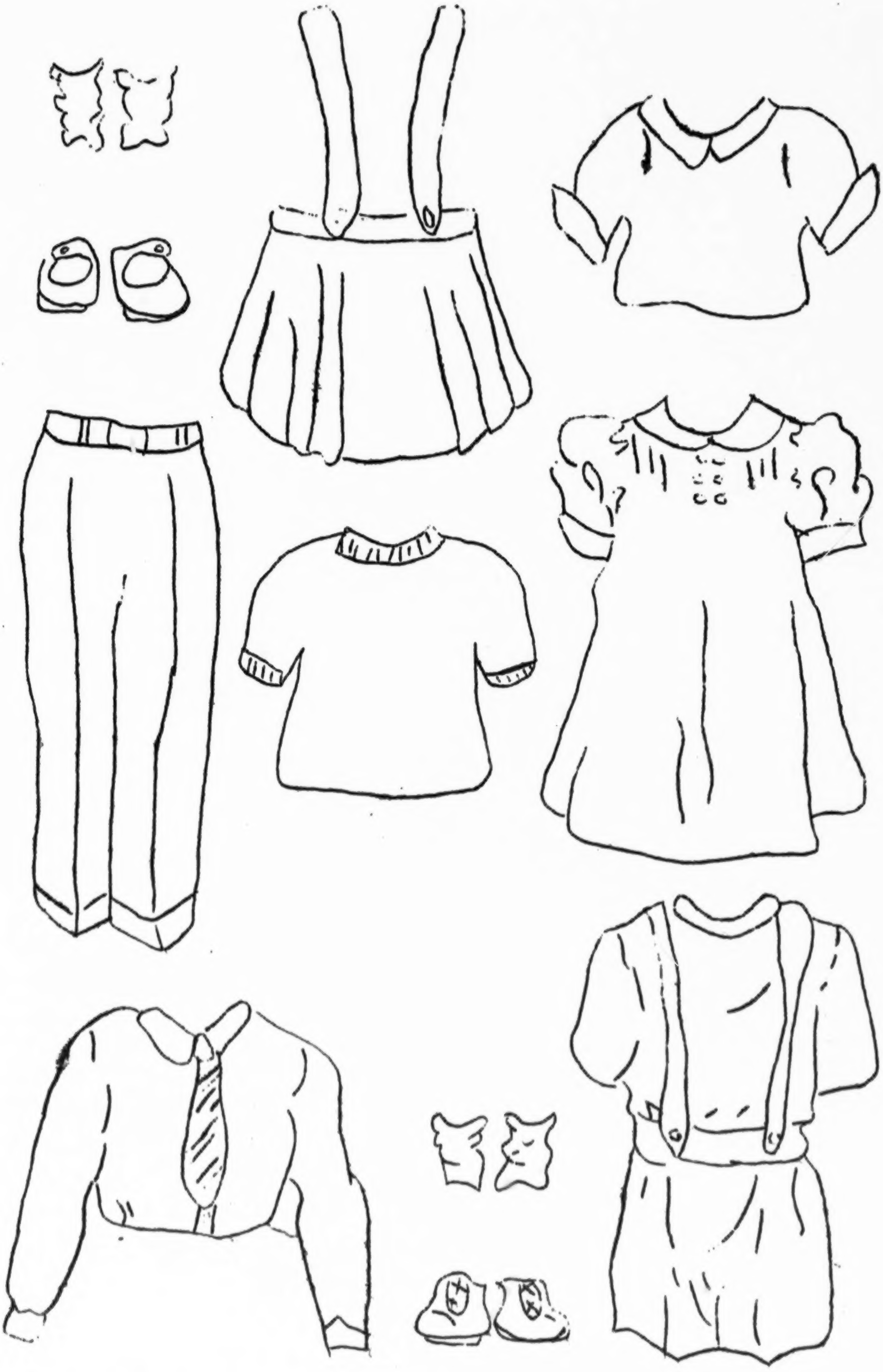
Los zapatos son cafés.	The shoes are brown.

Vamos a Contar:

diez y seis	sixteen
diez y siete	seventeen
diez y ocho	eighteen
diez y nueve	nineteen
veinte	twenty

Extended Class Activity:

Color children's clothing and let children dress dolls cut in previous unit.



Unit V

LA FAMILIA
(The Family)

Basic Vocabulary for Unit V

Spanish	English
el gato	cat
la hermana	sister
el hermano	brother
la mamá	mother
el nene	baby
el papá	father
el perro	dog
tengo	I have
tiene	he, she has; you have
veinte y cinco	twenty-five
veinte y cuatro	twenty-four
veinte y dos	twenty-two
veinte y tres	twenty-three
veinte y uno	twenty-one

Unit V

LA FAMILIA
(The Family)

Vocabulary

1. Este señor es papá.	This man is daddy.
¿Quién es éste?	Who is this?
Niños, ¿quién es este señor?	Children, who is this man?
Este señor es mi papá.	This man is my father.

2. Esta señora es mamá.	This woman is mother.
Esta es una mamá.	This is a mother.
Niños, ¿quién es ésta?	Children, who is this?
Esta es la mamá.	This is the mother.
Esta es mi mamá.	This is my mother.
Niños, ¿quién es esta señora?	Children, who is this lady?
Esta señora es mi mamá.	This woman is my mother.

3. Niños, ¿cómo está su papá?	Children, how is your daddy?
Mi papá está muy bien, gracias.	My daddy is very well, thank you.
Niños, ¿cómo está su mamá?	Children, how is your mother?
Mi mamá está muy bien, gracias.	My mother is very well, thank you.
Niño, ¿cómo se llama su papá?	Little boy, what is your daddy's name?
Mi papá se llama el señor ____ (pointing to the different children)	My daddy's name is Mr. _______.

Note: classroom teacher supplies surnames of children.

¿Cómo se llama su mamá?	What is your mother's name?
Mi mamá se llama la señora_____ (pointing to the different children).	My mother's name is Mrs. ______.

4. Este niño es un hermano.	This boy is a brother.
¿Quién es este niño?	Who is this boy?
Este niño es mi hermano.	This boy is my brother.
Niños, ¿cómo está su hermano?	Children, how is your brother?
Mi hermano está muy bien, gracias.	My brother is very well, thank you.
Niños, ¿cómo se llama su hermano?	Children, what is your brother's name?
Mi hermano se llama Dick.	My brother's name is Dick.
Muchas gracias.	Thank you.
Niños, ¿cómo se llaman ustedes?	Children, what are your names?
Digan todos: Me llamo ________, a sus órdenes.	Everybody say: My name is ______, at your service.

5. Niños, esta niña es una hermana.	Children, this girl is a sister.
¿Quién es esta niña?	Who is this girl?
Esta niña es mi hermana.	This girl is my sister.
Niños, ¿quién es esta niña?	Children, who is this girl?
Niños, ¿cómo está su hermana?	Children, how is your sister?
Mi hermana está muy bien, gracias.	My sister is very well, thank you.
Niños, ¿cómo se llama su hermana?	Children, what is your sister's name?
Mi hermana se llama Jane.	My sister's name is Jane.

6.	Yo tengo un hermano.	I have a brother.
	¿Quién tiene un hermano?	Who has a brother?
	Yo tengo un (dos, tres) hermano(s).	I have one (two, three) brother(s).
	¿Quién tiene un hermano?	Who has one brother?
	Yo tengo un hermano.	I have one brother.
	¿Quién tiene dos hermanos?	Who has two brother?
	Yo tengo dos hermanos.	I have two brothers.
	¿Quién tiene tres hermanos?	Who has three brother?
	Yo tengo tres hermanos.	I have three brothers.
	Yo tengo una hermana.	I have a sister.
	¿Quién tiene una hermana?	Who has a sister?
	Yo tengo una hermana.	I have a sister.
	¿Quién tiene dos hermanas?	Who has two sisters?
	Yo tengo dos hermanas.	I have two sisters.
	Yo tengo tres (cuatro) hermanas.	I have three (four) sisters.
7.	Niños, éste es un nene.	Children, this is a baby.
	Este es un nene.	This is a baby.
	¿Quién es éste?	Who is this?
	Este es el nene de mamá.	This is mother's baby.
	¿Quién tiene un nene?	Who has a baby?
	Mi mamá tiene un nene.	My mother has a baby.
	Yo tengo un nene.	I have a baby.
	¿Cómo se llama su nene?	What is your baby's name?
	Mi nene se llama Bobby.	My baby's name is Bobby.
	¿Cómo está su nene?	How is your baby?
	Mi nene está muy bien, gracias.	My baby is very well, thank you.
8.	Este es un perro negro y blanco.	This is a black and white dog.
	¿Quién tiene un perro?	Who has a dog?
	Yo tengo un perro.	I have a dog.
	¿Cómo se llama su perro?	What is your dog's name?
	Mi perro se llama Tip.	My dog's name is Tip.
	¿De qué color es su perro?	What color is your dog?
	Mi perro es negro.	My dog is black.
	Mi perro es negro, o	My dog is black, or
	No es negro, es blanco.	It is not black, it is white, (Whatever the case may be.)
9.	Este es un gato blanco.	This is a white cat.
	¡Qué bonito gatito!	What a pretty kitten!
	¿Qué es éste?	What is this?
	Este es un gato blanco.	This is a white cat.
	¡Qué bonito!	How pretty!
	¿Quién tiene un gato?	Who has a cat?
	Yo tengo un gato.	I have a cat.
	¿De qué color es su gato?	What color is your cat?
	Mi gato es blanco.	My cat is white.
	¿Cómo se llama su gato?	What is your cat's name?
	Mi gato se llama Mitten.	My cat's name is Mitten.

Classroom Procedure

INSTRUCTIONAL AIDS: Charts, pictures, or photographs of the different members of the family, dogs, and cats.

1. Flash a picture of a man and say:

Este señor es un papá.	This man is a daddy.

Repeat the sentence.

You ask:
¿Quién es éste? — Who is this?

You answer:
Este es papá. — This is a daddy.

You ask:
¿Quién es éste? — Who is this?

Say:
Digan: Este es papá. — Say: This is a daddy.

Encourage the children to answer with you.

Say:
Digan: Este es el papá. — Say: This is a daddy.

Point to you:
Este es mi papá. — This is my daddy.

Ask again:
Niños, ¿quién es este señor? — Children, who is this man?

Answer with the children:
Este señor es mi papá. — This man is my father.

2. Flash a picture of a woman and say:

Esta señora es mamá. — This woman is a mother.

Repeat the sentence.

You ask:
¿Quién es ésta? — Who is this?

You answer:
Esta es mamá. — This is a mother.

You ask:
Niños, ¿quién es ésta? — Children, who is this?

Say:
Digan: Esta es mamá. — Say: This is a mother.

Encourage the children to answer with you.

Say:
Digan: Esta es la mamá. — Say: This is Mother.

Point to you:
Esta es mi mamá. — This is my mother.

Ask again:
Niños, ¿quién es esta señora? — Children, who is this lady?

Answer with the children:
Esta señora es mi mamá. — This woman is my mother.

3. To bring in review, you ask:

Niños, ¿cómo está su papá?	Children, how is your daddy?

You say:

Digan: Mi papá está muy bien. gracias.	Say: My daddy is very well, thank you.

Repeat this question ans answer several times. Ask the children how they are. Ask how their mother is.

You ask:

Niños, ¿cómo está su mamá?	Children, how is your mother?

You say:

Digan: Mi mamá está muy bien, gracias.	Say: My mother is very well, thank you.

Repeat this question and answer several times. Again, ask the children how they are. Ask how their daddy is. Ask how their mother is. Ask children their names. Now, ask for their daddy's name.

You ask:

Niño, ¿cómo se llama su papá?	What is your daddy's name, little boy?

You say:

Mi papá se llama el señor _____ (etc., pointing to the different children).	My daddy's name is Mr. _______.

Repeat this question several times with the answer. Ask the classroom teacher what her father's name is. Now ask some of the children the same question.

You ask:

Niño, ¿cómo se llama su papá?	Child, what is your daddy's name?

Encourage an answer:

Mi papá se llama el señor ____.	My daddy's name is Mr. _______.

(The classroom teacher usually supplies the names.)

By the time you ask several of the children individually, the answer becomes automatic and now the class is able to respond, each child giving his father's name.

You ask:

¿Cómo se llama su mamá?	What is your mother's name?

You say:

Mi mamá se llama la señor ___. (pointing to the different children).	My mother's name is Mrs.______.

Again repeat this question several times, with the answer. Ask the classroom teacher what her mother's name is. Now ask some of the children the same question.

You ask:

Niña, ¿cómo se llama su mamá?	Little girl, what is your mother's name?

Encourage an answer:
Mi mamá se llama la señora ____ (name to be filled in with the aid of the classroom teacher).

4. Flash a picture of a boy and say:

Este niño es un hermano.	This boy is a brother.
Digan: Este niño es un hermano.	Say: This boy is a brother.
You ask: ¿Quién es este niño?	Who is this boy?
You say: Digan: Este niño es un hermano.	Say: This boy is a brother.

Point to yourself and say:

Este niño es mi hermano.	This boy is my brother.
You ask: ¿Quién es este niño?	Who is this boy?

Encourage an answer from the class:

Digan: Este niño es mi hermano.	Say: This boy is my brother.

Now, review again:

You ask: Niños, ¿cómo está su hermano?	Children, how is your brother?

Encourage an answer:

Digan: Mi hermano está muy bien, gracias.	Say: My brother is very well, thank you.

Repeat this question and answer several times. Ask the classroom teacher how her brother is. Now ask individual children how their brother is, helping them with the answer.

You ask: Niños, ¿cómo se llama su hermano?	Children, what is your brother's name?

Encourage an answer:

Digan: Mi hermano se llama Dick.	Say: My brother's name is Dick.
You say: Muchas gracias.	Thank you.

Repeat the question and answer several times. Ask the classroom teacher what her brother's name is and thank her. Now ask individual children what their brother's name is, helping with the answers.

Now ask the children:

Niños, ¿cómo se llaman ustedes?	Children, what are your names?

Encourage an answer:

Digan:	Say:
Me llamo John (or other name) a sus órdenes.	My name is John, at your service.

You say:

Muchas gracias.	Thank you.

Now ask individually for children's names, reviewing once more how to give names.

5. Flash a picture of a girl and say:

Niños, esta niña es una hermana.	Children, this girl is a sister.
Digan:	Say:
Esta niña es una hermana.	This girl is a sister.

Repeat with the children, and ask:

¿Quién es esta niña?	Who is this girl?

You answer:

Esta niña es mi hermana.	This girl is my sister.

Repeat with the children. You ask again:

Niños, ¿quién es esta niña?	Children, who is this girl?

Repeat with the children. Encourage the children to answer with you:

Digan:	Say:
Esta niña es mi hermana.	This girl is my sister.

Review again. You ask:

Niños, ¿cómo está su hermana?	Children, how is your sister?

Encourage an answer:

Digan: Mi hermana está muy bien, gracias.	Say: My sister is very well, thank you.

Repeat question and answer several times. Ask the classroom teacher how her sister is. Now ask individual children how their sister is, helping them with the answer. Now you ask:

Niños, ¿cómo se llama su hermana?	Children, what is your sister's name?

Encourage an answer:

Digan: Mi hermana se llama Jane.	Say: My sister's name is Jane.

You say:

Muchas gracias.	Thank you.

Repeat the question and answer several times. Ask the classroom teacher what her sister's name is and thank her. Now ask individual children what their sister's name is, helping with the answer.

6. Flash a picture of a boy, point to yourself and say:
    Yo tengo un hermano. I have a brother.

Now you ask:
    ¿Quién tiene un hermano? Who has a brother?

There may be no response. Flash pictures showing two or three boys. Again, point to yourself and say:
    Yo tengo un (dos, tres) hermano (s). I have one,(two, three) brother (s).

Flash a picture and ask:
    ¿Quién tiene un hermano? Who has one brother?

Encourage an answer:
Digan: Yo tengo un hermano. Say: I have one brother.

Flash two pictures and ask:
    ¿Quién tiene dos hermanos? Who has two brothers?

Encourage an answer:
Digan: Yo tengo dos hermanos. Say: I have two brothers.

Flash three pictures and ask:
    ¿Quién tiene tres hermanos? Who has three brothers?

Encourage an answer:
Digan: Yo tengo tres hermanos. Say: I have three brothers.

Do the same with sister. Flash a picture showing a girl, point to yourself and say:
    Yo tengo una hermana. I have a sister.

Now ask:
    ¿Quién tiene una hermana? Who has a sister?

By now a show of hands will indicate that the children are understanding the question. Answer with the children:
    Yo tengo dos hermanas. I have two sisters.

Now flash a picture of two girls and ask:
    ¿Quién tiene dos hermanas? Who has two sisters?

Answer with the children:
    Yo tengo dos hermanas. I have two sisters.

By now, some of the children will put up three or four fingers. Encourage their answering in Spanish with:
    Yo tengo tres (cuatro) hermanas. I have three (four) sisters.

7. **Flash a picture of a baby and say:**

Niños, éste es un nene.	Children, this is a baby.
Digan: Este es un nene.	Say: This is a baby.

You ask:

¿Quién es éste?	Who is this?

Encourage the children to answer:

Este es un nene.	This is a baby.

You ask:

¿Quién tiene un nene?	Who has a baby?

Encourage an answer:

Digan: Mi mamá tiene un nene.	Say: My mother has a baby.
Digan: Yo tengo un nene.	Say: I have a baby.

You ask:

¿Cómo se llama su nene?	What is your baby's name?

You answer with the children:

Mi nene se llama Bobby.	My baby's name is Bobby.

You ask:

¿Cómo está su nene?	How is your baby?

You answer with the children:

Mi nene está bien, gracias.	My baby is well, thank you.

Drill and repeat each sentence using the members of the family in relation to the vocabulary and expressions. Repeat with the children and say the expressions once or twice. Encourage class participation. Once the children follow the sequence of the questions and the relationship to the members of the family, they respond quickly and individually.

8. Flash a picture of a dog and say:

Este es un perro negro y blanco.	This is a black and white dog.
Digan: Este es un perro negro y blanco.	Say: This is a black and white dog.

You ask:

¿Quién tiene un perro?	Who has a dog?

Encourage an answer:

Yo tengo un perro.	I have a dog.

You ask:

¿Cómo se llama su perro?	What is your dog's name?

Encourage an answer:

Digan: Mi perro se llama Tip.	Say: My dog's name is Tip.

You ask:

¿Dé qué color es su perro?	What color is your dog?

If no response: flash picture of a brown, white, or black dog. You ask:

¿Es su perro negro?	Is your dog black?

Children may shake heads or may raise their hands. You say:

Mi perro es negro.	My dog is black.
Digan: Mi perro es negro. o	Say: My dog is black, or
No es negro, es blanco.	It is not black, it is white (or whatever the case may be).

Children enjoy speaking of their pets. You will find that they will want to tell you all about them. Encourage such conversation in Spanish, in relation to how many dogs they have, the colors, and the names. Colors play an important part in this portion of the lesson. To avoid confusion use the color chart frequently for the Spanish name and the color (not for translation purposes).

9. Flash a picture of a cat or kitten and say:

Este es un gato blanco.	This is a white cat.
Digan: Este es un gato blanco.	Say: This is a white cat.

You say:

¡Qué bonito gatito!	What a pretty kitten!
¿Qué es éste?	What is this?

Encourage an answer:

Digan: Este es un gato blanco.	Say: This is a white cat.
¡Qué bonito!	How pretty!

You ask:

¿Quién tiene un gato?	Who has a cat?

By now, a show of hands will be indicative that the children understand the meaning of the question. Encourage an answer:

Digan: Yo tengo un gato.	Say: I have a cat.

You ask:

¿De qué color es su gato?	What color is your cat?

Encourage an answer:

Digan: Mi gato es blanco.	Say: My cat is white.

You ask:

¿Cómo se llama su gato?	What is your cat's name?

Encourage an answer:

Digan: Mi gato se llama mitten.	Say: My cat's name is Mitten.

Repetition and drills by use of varied techniques are necessary for the ear training of the English-speaking child. Each phrase and sentence should be repeated several times, thus encouraging the participation of the children. By associating the word and the picture, they will eventually begin to understand the meaning of the word in the sentence. This will teach them to develop a unity of ideas. The general procedure is: State the object in the picture the children will repeat it with you, use it in a sentence, the children will repeat it with you, ask a question relative to the object, help the children to answer the question. This method will help the children to understand and grasp the objective of the lesson. When this is accomplished, they will want to converse about the material at hand. It is up to you to guide them in the use of Spanish within the scope of the vocabulary presented in each lesson.

Additional Class Drills (to be used in this lesson when needed to create new interest and break the monotony):

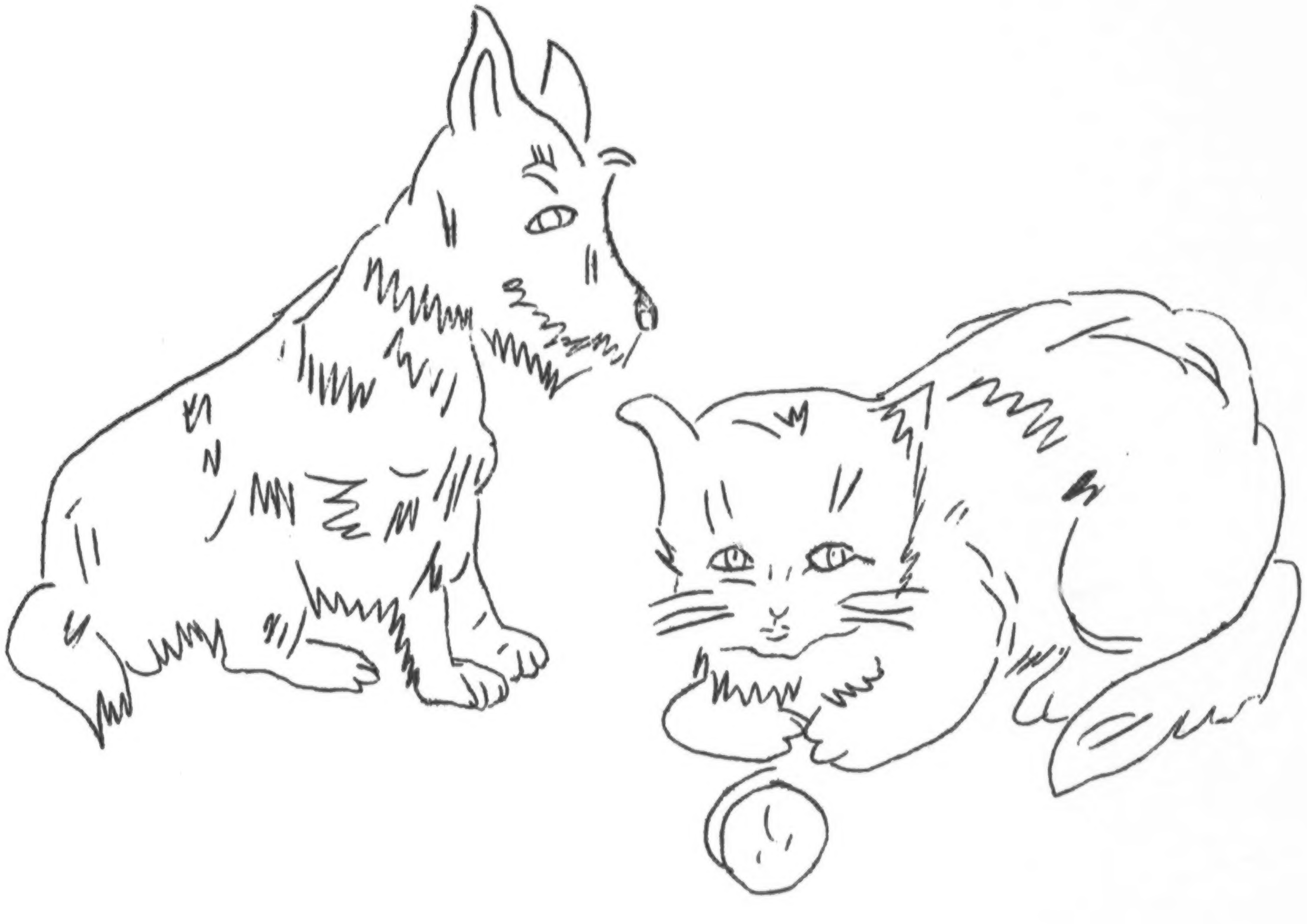
1. Vocabulary Song, "Este Niño Nació en Francia" (This Boy was Born in France).
   Note: Song is found in the Appendix, pp. 126, 144, 145.

2. Rhyme, "Eeny, Meeny, Miney, Mo" (Spanish version)
   Note: This rhyme is found in the appendix, p. 127.

3. Vamos a contar:

veinte	twenty
veinte y uno	twenty-one
veinte y dos	twenty-two
veinte y tres	twenty-three
veinte y cuatro	twenty-four
veinte y cinco	twenty-five

4. Extended activities:
   Stencil pictures of dogs and cats. Have children color them following instructions in Spanish.



Unit VI

PRENDAS DE VESTIR PARA LOS PADRES
(Articles of Clothing for the Parents)

Basic Vocabulary for Unit VI

Spanish	English
las medias	stockings
el pañuelo	handkerchief
la ropa	clothes
el saco	coat
el sombrero	hat
el traje	suit
treinta	thirty
va	he, she goes; you go
veinte y nueve	twenty-nine
veinte y ocho	twenty-eight
veinte y seis	twenty-six
veinte y siete	twenty-seven

Unit VI

PRENDAS DE VESTIR PARA LOS PADRES
(Articles of Clothing for the Parents)

1. La ropa de papá:	**Daddy's clothing:**
Niños, éste es mi papá.	Children, this is my daddy.
Mi papá tiene un traje.	My daddy has a suit.
Este es el traje de papá.	This is Daddy's suit.
¿Qué es éste?	What is this?
Este es el traje de papá.	It is Daddy's suit.
Este es el saco del traje de papá.	This is the coat to Daddy's suit.
¿Qué es éste?	What is this?
Este es el saco.	This is the coat.
Estos son los pantalones.	These are the trousers.
¿Tiene un traje su papá?	Does your daddy have a suit?
Sí, señor, mi papá tiene dos trajes.	Yes, sir, my daddy has two suits.
¿De qué color?	What color?
Los trajes de papá son café y azul.	Daddy's suits are brown and blue.
¿Tiene su mamá un traje?	Does your mother have a suit?
¿Con pantalones?	With trousers?
Mi mamá tiene un traje con una falda y un saco.	My mother has a suit with a skirt and a coat.
Este es un pañuelo.	This is a handkerchief.
¿Qué es éste?, niños.	What is this, children?
Este es un pañuelo.	This is a handkerchief.
Papá tiene un pañuelo en el saco.	Daddy has a handkerchief in his coat.
Niños, éste es un sombrero.	Children, this is a hat.
¿Qué es éste?, niños.	What is this, children?
Este es un sombrero.	This is a hat.
Papá tiene el sombrero.	Daddy has a hat.
¿De qué color es el sombrero de papá?	What color is Daddy's hat?
El sombrero de papá es gris.	Daddy's hat is gray.
Papá va a la oficina.	Daddy goes to the office.
¿A dónde va papá?	Where is Daddy going?
Papá va a la oficina.	Daddy is going to the office.
¿A dónde van los niños?	Where do the children go?
¿Van a la oficina, también?	Do they go to the office, also?
No, señor, los niños van a la escuela.	No, sir, the children go to school.
¿Dónde está mamá?	Where is Mother?
Mamá está en casa.	Mother is at home.
Sí, mamá está en casa con el nene.	Yes, Motheris at home with the baby.
Mamá no va a la escuela.	Mother does not go to school.
Los niños van a la escuela.	The children go to school.

Classroom Procedure:

Clothes for children and adults are almost identical in names except for extra items given below. These items should be shown by picture cards.

Flash a picture of a man wearing a suit and say:	
Niños, éste es mi papá.	Children, this is my daddy.
Mi papá tiene un traje.	My daddy has a suit.
Point to the suit and say:	
Este es el traje de papá.	This is daddy's suit.
¿Qué es éste?	What is this?
Digan: Es el traje de papá.	It is daddy's suit.
Point to the coat and say:	
Este es el saco del traje de papá.	This is the coat to daddy's suit.
Ask:	
¿Qué es éste?	What is this?
Digan:	
Este es el saco.	This is the coat.
Point to the trousers and say:	
Estos son los pantalones.	These are the trousers.
Ask:	
¿Tiene un traje su papá?	Does your daddy have a suit?
Digan:	
Sí señor, mi papá tiene dos trajes.	Yes, Sir my daddy has two suits.
Ask:	
¿De qué color?	What color?
Digan:	
Los trajes de papá son café y azul.	Daddy's suits are brown and blue.
Ask:	
¿Tiene su mamá un traje?	Does your mother have a suit?
¿Con pantalones?	With trousers?
Digan:	
Mi mamá tiene un traje con una falda y un saco.	My mother has a suit with a skirt and a coat.
Show your handkerchief, point to it, and say:	
Este es un pañuelo.	This is a handkerchief.
Ask:	
¿Qué es éste?, niños.	What is this, children?
Digan:	
Este es un pañuelo.	This is a handkerchief.
Papá tiene un pañuelo en el saco.	Daddy has a handkerchief in his coat.

Point to a hat and say:	
Niños, éste es un sombrero.	Children, this is a hat.
Ask:	
¿Qué es éste?, niños.	What is this, children?
Digan:	
Este es un sombrero.	This is a hat.
Say:	
Papá tiene el sombrero.	Daddy has a hat.
Ask:	
¿De qué color es el sombrero de papá?	What color is Daddy's hat?
Digan:	
El sombrero de papá es gris.	Daddy's hat is gray.
Say:	
Papá va a la oficina.	Daddy is going to the office.
Ask:	
¿A dónde va papá?	Where is Daddy going?
Digan:	
Papá va a la oficina.	Daddy is going to the office.
Ask:	
¿A dónde van los niños?	Where do the children go?
¿Van a la oficina, también?	Do they go to the office, also?
Digan:	
Nò, señor, los niños van a la escuela.	No, Sir, the children go to school.
Ask:	
¿Dónde está mamá?	Where is Mother?
Digan:	
Mamá está en casa.	Mother is at home.
Sí, mamá está en casa con el nene.	Yes, Mother is at home with the baby.

2. La Ropa De Mamá:	Mother's clothing:

The clothes for the girl and for the mother are the same. Flash a picture of a lady and point out the clothes worn by her.

Este es el vestido de la mamá.	This is the mother's dress.
¿Qué es éste?	What is this?
Es el vestido de la mamá.	This is the mother's dress.
¿De qué color es?	What color it it?
El vestido es verde.	The dress is green.

Estos son los calcetines de la mamá.	These are the mother's socks.
¿Qué son éstos?	What are these?
Son los calcetines de la mamá.	These are the mother's socks.
¿De qué color son?	What color are they?
Los calcetines son blancos.	The socks are white.

Estos son los zapatos de la mamá.	These are the mother's shoes.
¿Qué son éstos?	What are these?
Son los zapatos de la mamá.	They are the mother's shoes
¿De qué color son los zapatos?	What color are the shoes?
Los zapatos son negros.	The shoes are black.

Esta es la blusa.	This is the blouse.
La mamá usa una blusa.	The mother is wearing a blouse.
No usa vestido.	She does not wear a dress.
¿Qué es ésta?, niños.	What is this, children?
Esta es una blusa.	This is a blouse.
¿De qué color es la blusa?	What color is the blouse?
La blusa es roja.	The blouse is red.

Esta es una falda.	This is a skirt.
La mamá usa una falda.	The mother is wearing a skirt.
No usa vestido.	She is not wearing a dress.
Niños, ¿qué es ésta?	Children, what is this?
Esta es una falda.	This is a skirt.
No es vestido.	It is not a dress.
¿De qué color es la falda?	What color is the skirt?
La falda es roja y negra.	The skirt is red and black.

Classroom Procedure

Point to the mother's dress and say:	
Este es el vestido de la mamá.	This is the mother's dress.
Ask:	
¿Qué es éste?	What is this?
Digan:	
Es el vestido de la mamá.	This is the mother's dress.
Ask:	
¿De qué color es?	What color is it?
Digan:	
El vestido es verde.	The dress is green.
Point to the mother's socks and say:	
Estos son los calcetines de la mamá.	These are the mother's socks.
Ask:	
¿Qué son éstos?	What are these?
Digan:	
Son los calcetines de la mamá.	These are the mother's socks.

Ask:	
¿De qué color son?	What color are they?
Digan:	
Los calcetines son blancos.	The socks are white.
Point to the mother's shoes and say:	
Estos son los zapatos de la mamá.	These are the mother's shoes.
Ask:	
¿Qué son estos?	What are these?
Digan:	
Son los zapatos de la mamá.	They are the mother's shoes.
Ask:	
¿De qué color son los zapatos?	What color are the shoes?
Digan:	
Los zapatos son negros.	The shoes are black.
Now flash a picture of a lady in blouse and skirt and say:	
Esta es la blusa.	This is the blouse.
La mamá usa una blusa.	The mother is wearing a blouse.
No usa vestido.	She does not wear a dress.
Ask:	
¿Qué es ésta?. niños.	What is this, children?
Digan:	
Esta es una blusa.	This is a blouse.
Ask:	
¿De qué color es la blusa?	What color is the blouse?
Digan:	
La blusa es roja.	The blouse is red.
Point to the skirt and say:	
Esta es una falda.	This is a skirt.
La mamá usa una falda.	The mother is wearing a skirt.
No usa vestido.	She is not wearing a dress.
Ask:	
Niños, ¿qué es ésta?	Children, what is this?
Digan:	
Esta es una falda. No es vestido.	This is a skirt. It is not a dress.
Ask:	
¿De qué color es la falda?	What color is the skirt?
Digan:	
La falda es roja y negra.	The skirt is red and black.

Vamos a Contar:

veinte y cinco	twenty-five
veinte y seis	twenty-six
veinte y siete	twenty-seven
veinte y ocho	twenty-eight
veinte y nueve	twenty-nine
treinta	thirty

Unit VII

AFUERA DE LA CASA
(The Outside of the House)

Basic Vocabulary for Unit VII

Spanish	English
la casa	house
el cuarto	room
en frente de	in front of
la flor	flower
treinta y cinco	thirty-five
treinta y cuatro	thirty-four
treinta y dos	thirty-two
treinta y tres	thirty-three
treinta y uno	thirty-one
la ventana	window

Unit VII

AFUERA DE LA CASA
(The Outside of the House)

Vocabulary

This Spanish vocabulary list corresponds to lessons in Unit VII. The numbers on this list coincide with the numbers on the lesson plan within the unit. Any particular expression on this vocabulary list has its corresponding number in the unit, indicating method of presentation and technique to be used in presenting such expression.

1.	Esta es una casa.	This is a house.
	¿Qué es ésta?	What is this?
	Esta es una casa.	This is a house.
2.	Esta casa es roja.	This house is red.
	¿De qué color es esta casa?	What color is this house?
	Esta casa es roja.	This house is red.
3.	Esta casa tiene dos ventanas.	This house has two windows.
	¿Qué son éstas?	What are these?
	Son dos ventanas.	They are two windows.
	En este cuarto hay una, dos, tres, cuatro, cinco, seis ventanas.	In this room there are one, two, three, four, five, six, windows.
	¿Cuántas ventanas hay aquí?	How many windows are there in here?
	Una, dos, tres, cuatro, cinco, y seis.	One, two, three, four, five, and six.
	Hay seis ventanas.	There are six windows.
4.	En frente de la casa hay mucho zacate verde.	In front of the house there is a lot of green grass.
	¿Qué hay en frente de la casa?	What is there in front of the house?
	Hay mucho zacate verde.	There is a lot of green grass.
	¿De qué color es el zacate?	What color is the grass?
	El zacate es verde.	The grass is green.
5.	También en frente de la casa hay muchas flores muy bonitas.	Also in front of the house there are many very pretty flowers.
	¿Qué son éstas?	What are these?
	Son flores muy bonitas.	They are very pretty flowers.
	Las flores son de muchos colores: rojas, blancas, amarillas, y azules.	The flowers are of many colors: red, white, yellow, and blue.
	¿De qué color son las flores?	What color are the flowers?
	Son rojas, blancas, amarillas, y azules.	They are red, white, yellow, and blue.
6.	En frente de la casa hay una puerta.	In front of the house there is a door.
	Esta es la puerta de la casa.	This is the door of the house.
	¿Qué es ésta?	What is this?
	Es la puerta de la casa.	It is the door of the house.

Additional Classroom Activities

1.

Niños, vamos a pintar una casa.	Children, we are going to draw a hous.
Niños, mi casa es roja.	Children, my house is red.
¿De qué color es mi casa?	What color is my house?
Mi casa es roja.	My house is red.
Niños, ¿qué son éstas?	Children, what are these?
Estas son dos ventanas grandes.	These are two large windows.
Niños, en frente de mi casa hay una puerta café.	Children, in front of my house there is a brown door.
Niños, ¿qué hay en frente de mi casa?	Children, what is there in front of my house?
En frente de mi casa hay una puerta café.	In front of my house there is a brown door.
En frente de mi casa hay mucho zacate verde, árboles verdes muy grandes, y flores muy bonitas.	In front of my house there is a lot of green grass, very large green trees, and very pretty flowers.
Esta es mi casa.	This is my house.
Esta es la casa de la familia.	This is the house of the family.

2. Rhymes: "Tortillitas" (Patty Cakes) and "Estas Manitas" (These Little Hands)

Note: Songs will be found in the Appendix, pp. 127, 131.

3. Pledge: "Juramento a La Bandera"

Juro fidelidad a la bandera de los Estados Unidos y a la patria que simboliza: una nación bajo Dios, indivisible, con libertad y justicia para todos.

Classroom Procedure:

INSTRUCTIONAL AID: (Picture of a house with the different parts shown):

1. Flash a picture of a house, point to it, and say:

Esta es una casa.	This is a house.
¿Qué es ésta?	What is this?

Children answer:

Esta es una casa.	This is a house.

2. Pointing to the windows, say:

Esta casa tiene dos ventanas.	This house has two windows.
¿Qué son éstas?	What are these?

Children answer:

Son dos ventanas.	They are two windows.

Point to one of the rooms and, while you count the windows, say:

En este cuarto hay una, dos. tres, cuatro, cinco, seis ventanas.	In thisroom there are one, two, three, four, five, six windows.

Count the windows in the classroom by pointing to them. Ask the children:

¿Cuántas ventanas hay aquí?	How many windows are there in here?

Count the windows with the children:

Una, dos, tres, cuatro, cinco, y seis.	One, two, three, four, five, and six.

Say with the children:

Hay seis ventanas.	There are six windows.

4. Pointing to the green grass in front of the house, say:

En frente de la casa hay mucho zacate verde.	In front of the house there is a lot of green grass.

Ask the children:

¿Qué hay en frente de la casa?	What is there in front of the house?

Children answer:

Hay mucho zacate verde.	There is a lot of green grass.

You ask:

¿De qué color es el zacate?	What color is the grass?

Children answer:

El zacate es verde.	The grass is green.

5. Pointing to the flowers, say:

También en frente de la casa hay muchas flores muy bonitas.	Also, in front of the house there are many very pretty flowers.
¿Qué son éstas?	What are these?

Children answer:

Son flores muy bonitas.	They are very pretty flowers.

You say:

Las flores son de muchos colores: rojas, blancas, amarillas, y azules.	The flowers are of many colors: red, white, yellow, and blue.
¿De qué color son las flores?	What color are the flowers?

Children answer:

Las flores son rojas, blancas, amarillas, y azules.	The flowers are red, white, yellow, and blue.

6. Pointing to the door in front of the house, say:

En frente de la casa hay una puerta.	In front of the house there is a door.
Esta es la puerta de la casa.	This is the door of the house.
¿Qué es ésta?	What is this?

Children answer:

Es la puerta de la casa.	It is the door of the house.

__Additional Class Drills:__

1. Draw a house on the board or easel. As you draw each part of the house give the name in Spanish and ask questions:

Niños, vamos a pintar una casa.	Children, we are going to draw a house.

Draw the walls of the house in red. As you do this say:	
Niños, mi casa es roja.	Children, my house is red.
Ask:	
¿De qué color es mi casa?	What color is my house?
Encourage an answer:	
Digan:	Say:
Mi casa es roja.	My house is red.
Draw the two windows and ask:	
Niños, ¿qué son éstas?	Children, what are these?
Encourage an answer:	
Digan:	Say:
Estas son dos ventanas grandes.	These are two large windows.
Draw a brown door, and say:	
Niños, en frente de mi casa hay una puerta café.	Children, in front of my house there is a brown door.
Ask:	
Niños, ¿qué hay en frente de mi casa?	Children, what is in front of my house?
Digan:	Say:
En frente de mi casa hay una puerta café.	In front of my house there is a brown door.
Draw green grass, trees, and a path leading to the door, with flowers along its side. Draw a street in front. Say:	
En frente de mi casa hay mucho zacate verde, árboles verdes muy grandes, y flores muy bonitas.	In front of my house is a lot of green grass, very large green trees, and very pretty flowers.
When the complete house is drawn, point to it and say:	
Esta es mi casa.	This is my house.
Esta es la casa de la familia.	This is the house of the family.

Repeat and drill individually.

Following the same procedure as above, have the children draw sketches of houses as you tell them what to draw and the color to be used.

Now that the children are familiar with the outside of the house, they may go to the board individually and draw separate parts of the house.

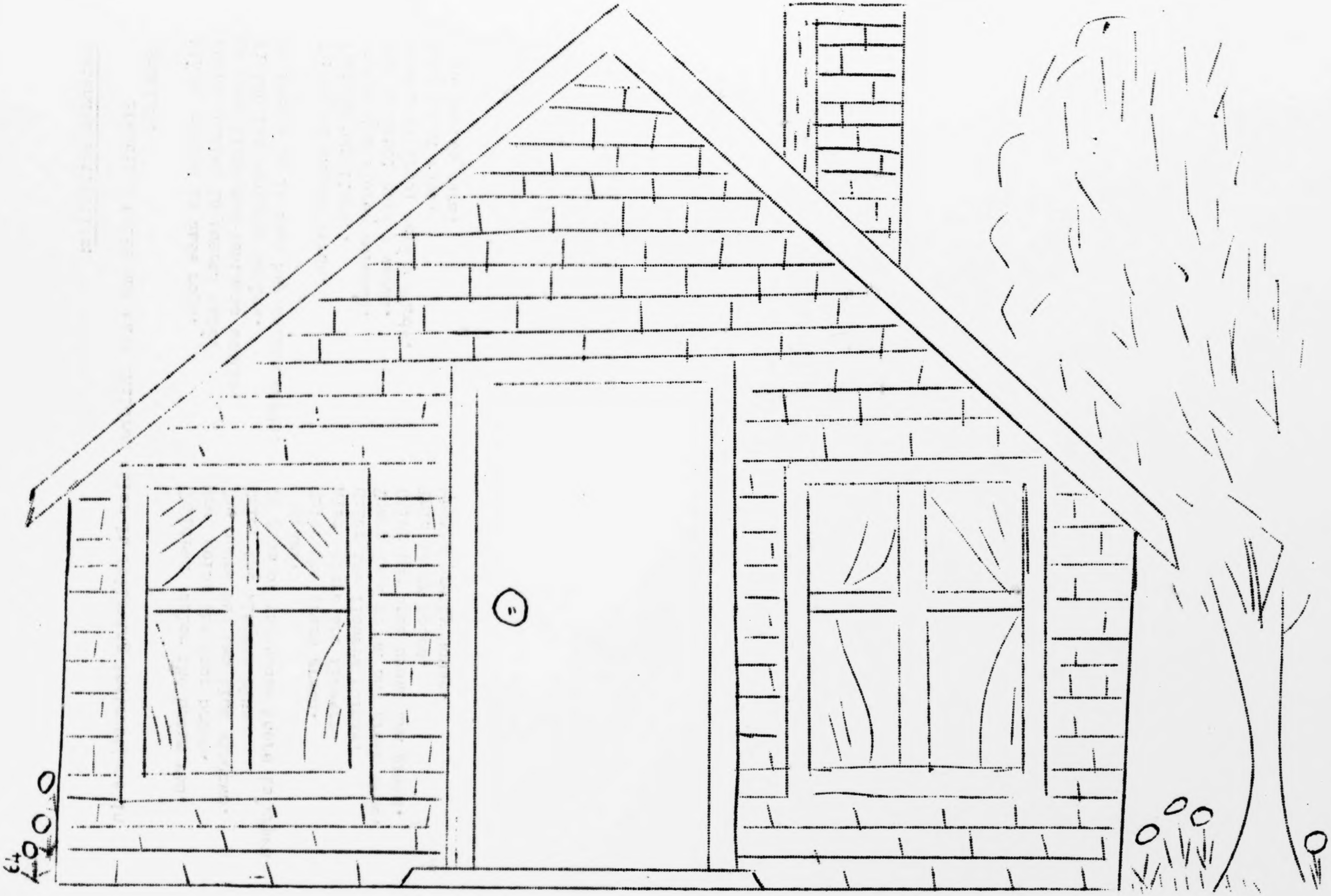
The vocabulary song of Unit V may be used if the teacher feels that some variation or a review is necessary. She may review the vocabulary of the house and family by flashing the pictures so that the children may name them.

Hand and finger games to add to the interest may be found in the appendix.

Extended Activities:

Stencil a house and have children color it following instructions in Spanish.

Niños, pinten la casa roja.	Children, color the house red.
Ahora, pinten la puerta café.	Now, color the door brown.
La casa tiene dos ventanas azules.	The house has two blue windows.
Pinten las ventanas azules.	Color the windows blue.
En frente de la casa hay zacate verde.	In from of the house there is green grass.
Pinten el zacate verde.	Color the grass green.
También hay flores.	Also, there are flowers.
Pinten las flores moradas.	Color the flowers purple.
Hay un árbol café y verde.	There is a brown and green tree.
Pinten el árbol café y verde.	Color the tree brown and green.
Esta es mi casa.	This is my house.
¡Qué bonita casa!	What a pretty house!



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Unit VIII

LOS MUEBLES DE LA CASA
(Household Furniture)

Basic Vocabulary for Unit VIII

Spanish	English
la cama	bed
la cómoda	chest of drawers
las cortinas	curtains
cuarenta	forty
la estufa	stove
los muebles	furniture
la puerta	door
el radio	radio
el sofá	sofa
el sillón	armchair
el teléfono	telephone
la televisión	television
el televisor	television set
treinta y nueve	thirty-nine
treinta y ocho	thirty-eight
treinta y seis	thirty-six
treinta y siete	thirty-seven

Unit VIII

LOS MUEBLES DE LA CASA
(Household Furniture)

INSTRUCTIONAL AIDS: Pictures of the various pieces of furniture, miniature furniture. etc.

Classroom Procedure: Flash a picture of various furniture, and say:

1. Vamos a ver los muebles de la casa.	We are going to see household furniture.
Ask:	
¿Qué vamos a ver?	What are we going to see?
Digan:	
Vamos a ver los muebles de la casa.	We are going to see the household furniture.
Los muebles están en los cuartos.	The furniture is in the rooms.
Ask:	
¿Dónde están los muebles?	Where is the furniture?
Digan:	
Los muebles están en los cuartos.	The furniture is in the rooms.

2. Flash a picture of a couch, and say:

Este es el sofá.	This is the couch.
Ask:	
¿Qué es éste?	What is this?
Digan:	
Este es el sofá.	This is the couch.
El sofá es verde.	The couch is green.
Ask:	
¿De qué color es el sofá?	What color is the couch?
Digan:	
El sofá es verde.	The couch is green.
El sofá es grande.	The couch is big.
Ask:	
¿Cómo es el sofá?	Describe the couch.
Digan:	
El sofá es grande.	The couch is big.

3. Flash a picture of an armchair, and say:

Este es el sillón.	This is the armchair.
Ask:	
¿Qué es éste?	What is this?
Digan:	
Este es el sillón.	This is the armchair.
El sillón es rojo.	The armchair is red.
Ask:	
¿De qué color es el sillón?	What color is the armchair?
Digan:	
El sillón es rojo.	The armchair is red.
El sillón es grande también.	The armchair is large, also.
Ask:	
¿Cómo es el sillón?	Describe the armchair.
Digan:	
El sillón es grande.	The armchair is large.

4. Flash a picture of a chair, and say:

Esta es una silla.	This is a chair.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es una silla.	This is a chair
La silla es chiquita.	The chair is very small.
Ask:	
¿Cómo es la silla?	Describe the chair.
Digan:	
La silla es chiquita.	The chair is small.
Ask:	
¿De qué color es la silla?	What color is the chair?
Digan:	
La silla es café.	The chair is brown.

5. Flash a picture of a table, and say:

Esta es la mesa.	This is the table.
Ask:	
¿Qué es ésta?	What is this?

Digan:	
Esta es la mesa.	**This is the table.**
Ask:	
¿De qué color es?	**What color is it?**
Digan:	
La mesa es café.	**The table is brown.**

6. **Flash a picture of a radio, and say:**

Este es el radio.	**This is the radio.**
Ask:	
¿Qué es éste?	**What is this?**
Digan:	
Este es el radio.	**This is the radio.**
Ask:	
¿De qué color es el radio?	**What color is the radio?**
Digan:	
El radio es café.	**The radio is brown.**

7. **Flash a picture of a record player, and say:**

Este es el tocadiscos.	**This is a record player.**
Ask:	
¿Qué es este?	**What is this?**
Digan:	
Es tocadiscos.	**It is a record player.**

8. **Flash a picture of a television set, and say:**

En mi casa tenemos un televisor. **Este es el televisor.**	**In my house we have a television set.** **This is the television set.**
Ask:	
¿Qué es éste?	**What is this?**
Digan:	
Este es el televisor.	**This is the television set.**
En casa vemos la televisión en el televisor.	**At home we see television on the television set.**
Ask:	
¿Qué vemos en casa?	**What do we see at home?**
Digan:	
Vemos la televisión.	**We see television.**

9. Point to the windows in a picture of a room in the house, and say:

Estas son las ventanas del cuarto.	These are the windows in the room.
Ask:	
¿Qué son éstas?	What are these?
Digan:	
Estas son las ventanas del cuarto.	These are the windows in the room.

Point to the curtains.

En las ventanas hay cortinas.	On the windows there are curtains.
Ask:	
¿Qué hay en las ventanas?	What are there on the windows?
Digan:	
En las ventanas hay cortinas.	On the windows there are curtains.
Ask:	
¿De qué color son las cortinas?	What color are the curtains?
Digan:	
Las cortinas son rojas.	The curtains are red.

10. Point to the door in front of the house,,and say:

Esta es la puerta para entrar en la casa.	This is the door to enter into the house.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es la puerta para entrar.	This is the door to enter.
Esta es la puerta para entrar en la casa.	This is the door to enter into the house.

Point to the classroom door and say:

Esta es la puerta para entrar en el cuarto.	This is the door to enter into the room.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es una puerta.	This is a door.

11. Flash a picture of a telephone, and say:

Este es el teléfono.	This is the telephone.
Ask:	
¿Qué es éste?	What is this?

Digan: Este es el teléfono.	This is the telephone.
Tenemos teléfono en mi casa.	We have a telephone at home.
Ask: ¿Qué tienen Uds?	What do you have?
Digan: Tenemos teléfono.	We have a telephone.
12. Point to a picture in the room. and say:	
Este es un cuadro.	This is a picture.
Ask: ¿Qué es éste?	What is this?
Digan: Este es un cuadro.	This is a picture.
En la casa hay cuadros bonitos.	At home we have pretty pictures.
Ask: ¿Qué hay un la casa?	What are there at home?
Digan: En la casa hay cuadros bonitos.	At home there are pretty pictures.
13. Point to the light, and say:	
Esta es la luz.	This is the light.
Ask: ¿Qué es ésta?	What is this?
Digan: Esta es la luz.	This is the light.
En los cuartos hay luces.	In the rooms there are lights.
Ask: ¿Qué hay en los cuartos?	What are there in the rooms?
Digan: En los cuartos hay luces.	In the rooms there are lights.
14. Flash a picture of a bed. and say:	
Esta es la cama.	This is the bed.
Ask: ¿Qué es ésta?	What is this?
Digan: Esta es la cama.	This is the bed.

La cama es grande.	The bed is large.
Esta cama es de papá y de mamá.	This bed is for daddy and mother.

Ask:

¿De quiénes es la cama?	Whose bed is this?

Digan:

La cama es de papá y de mamá.	The bed is daddy's and mother's.

Flash a small bed, and say:

Esta cama es chiquita.	This bed is very small.
Es la cama del niño.	It is the boy's bed.

Ask:

¿De quién es esta cama?	Whose bed is this?

Digan:

Esta cama es del niño.	This bed is the boy's bed.

15. Flash a picture of a chest of drawers, and say:

Esta es la cómoda.	This is the chest of drawers.

Ask:

¿Qué es ésta?	What is this?

Digan:

Esta es la cómoda.	This is the chest of drawers.
La cómoda es para la ropa.	The chest of drawers is for clothes.

Ask:

¿Para qué es la cómoda?	What is the chest of drawers for?

Digan:

La cómoda es para la ropa.	The chest of drawers is for clothes.
Sí, es para la ropa del niño: las camisas, los calcetines, y los pañuelos.	Yes, it is for the boy's clothes: shirts, socks, and handkerchiefs.

16. Flash a picture of a stove, and say:

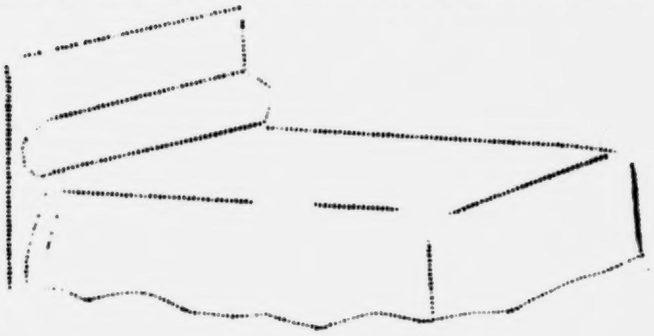
Esta es la estufa.	This is the stove.
Mamá hace la comida en la estufa.	Mother cooks on the stove.

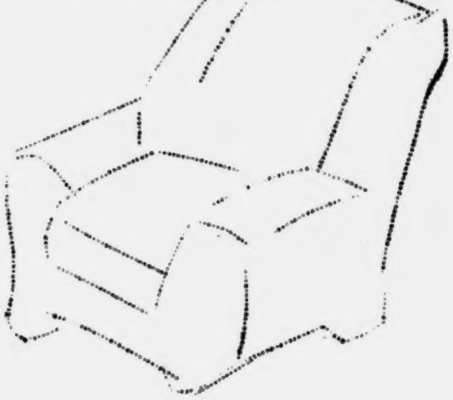
Additional Class Drills:

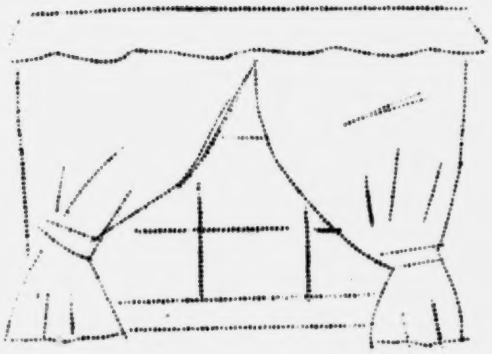
1. Vamos a contar:

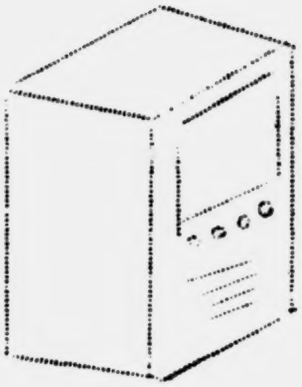
treinta y seis	thirty-six
treinta y siete	thirty-seven
treinta y ocho	thirty-eight
treinta y nueve	thirty-nine
cuarenta	forty

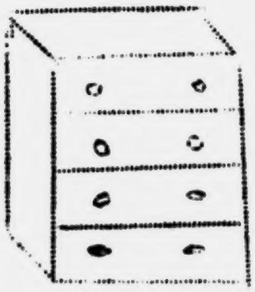
- Sketch diagrams of pieces of furniture on board and have children identify and describe them.

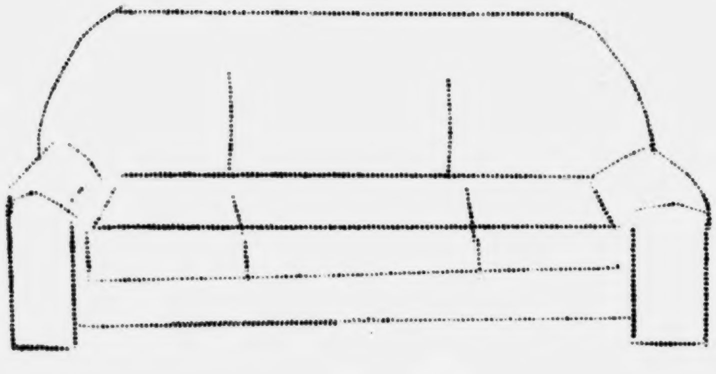


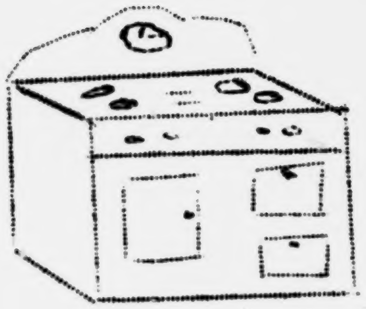












Unit IX

PONGO LA MESA
(I Set the Table)

Basic Vocabulary for Unit IX

Spanish	English
a	at
antes de	before
el azúcar	sugar
la crema	cream
cuarenta y cinco	forty-five
cuarenta y cuatro	forty-four
cuarenta y dos	forty-two
cuarenta y tres	forty-three
cuarenta y uno	forty-one
la cucharita	teaspoon
la cuchillo	knife
la derecha	right
dice	he, she says; you say
la izquierda	left
el mantel	tablecloth
la mesa	table
la pimienta	pepper
el platito	saucer
el plato	plate
pone	he, she sets; you set
la sal	salt
se sienta	he, she sits down; you sit down
la servilleta	napkin
el sitio	place
la taza	cup
el tenedor	fork
el vaso	glass

Unit IX

PONGO LA MESA
(I Set the Table)

1. La familia está en la mesa.	The family is at the table.
Aquí vemos a la familia en la mesa.	Here we see the family at the table.
¿Qué vemos aquí?	What do we see here?
Vemos a la familia.	We see the family.
2. Esta es la mesa.	This is the table.
La mesa está en el cuarto.	The table is in the room.
¿Qué es ésta?	What is this?
Esta es la mesa.	This is the table.
¿Dónde está la mesa?	Where is the table.
La mesa está en el cuarto.	The table is in the room.
3. En la mesa hay flores.	On the table there are flowers.
¿Qué hay en la mesa?	What is there on the table?
En la mesa hay flores.	On the table there are flowers.
4. Este es un mantel.	This is a tablecloth.
El mantel está en la mesa.	The tablecloth is on the table.
El mantel es azul.	The tablecloth is blue.
Es muy bonito.	The tablecloth is pretty.
5. En cada sitio hay un plato, una taza, un platito.	At each place there are a plate, a cup, and a saucer.
¿Qué hay en cada sitio?	What is there at each place?
Hay un plato, una taza, y un platito.	There are a plate, a cup, and a saucer.
6. A la izquierda de cada sitio hay un tenedor y una servilleta.	To the left of each setting there are a fork and a napkin.
¿Qué hay a la izquierda de cada sitio?	What are there to the left of each place?
Hay un tenedor y una servilleta.	There are a fork and a napkin.
7. A la derecha de cada sitio hay un cuchillo y una cucharita.	To the right of each place there are a knife and a teaspoon.
¿Qué hay a la derecha de cada sitio?	What are there to the right of each place?
Hay un cuchillo y una cucharita.	There are a knife and a teaspoon.
8. La mesa está bien puesta porque hay sal, pimienta, azúcar y crema en la mesa.	The table is well set because there is salt, pepper, sugar, and cream on the table.
¿Por qué está bien puesta la mesa?	Why is the table well set?
Porque hay sal, pimienta, azúcar y crema en la mesa.	Because there is salt, pepper, sugar, and cream on the table.
9. Mi mamá pone la mesa.	My mother sets the table.
¿Quién pone la mesa?	Who sets the table?
Mi mamá pone la mesa.	My mother sets the table.

10. La familia se sienta a la mesa y antes de comer dice: --¡Provecho!	The family sits at the table and before eating says, "May you enjoy the meal."
¿Qué dice la familia antes de comer?	What does the family say before eating?
La familia dice: --¡Provecho!	The family says, "May you enjoy the meal."

Classroom Procedure

INSTRUCTIONAL AIDS: (Pictures of a family at the table and of table settings showing table cloths and dishes.).

1. Flash a picture of a family at the table and say:

La familia está a la mesa.	The family is at the table.
Ask:	
¿Dónde está la familia?	Where is the family?
Digan:	
La familia está a la mesa.	The family is at the table.

Flash another picture of a family seated at the table and say:

Aquí vemos a la familia a la mesa.	Here we see the family at the table.
Ask:	
¿Qué vemos aquí?	What do we see here?
Digan:	
Aquí vemos a la familia a la mesa.	Here we see the family at the table.

2. Pointing to the table, say:

Esta es la mesa. La mesa está en el cuarto.	This is the table. The table is in the room.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es la mesa.	This is the table.
Ask:	
¿Dónde está la mesa?	Where is the table?
Digan:	
La mesa está en el cuarto.	The table is in the room.

3. Pointing to the flowers in the vase in the center of the table, say:

En la mesa hay flores.	On the table there are flowers.
Ask:	
¿Qué hay en la mesa?	What is there on the table?

Digan:	
En la mesa hay flores.	On the table there are flowers.
4. Pointing to the tablecloth, say:	
Este es un mantel.	This is a tablecloth.
Digan:	
El mantel está en la mesa.	The tablecloth is on the table.
El mantel es azul.	The tablecloth is blue.
El mantel es muy bonito.	The tablecloth is very pretty.
La mesa está cubierta con un mantel.	The table is covered with a tablecloth.
5. En cada sitio hay un plato, una taza, y un platito.	At each place there are a plate, a cup, and a saucer.
Ask:	
¿Qué hay en cada sitio?	What is there at each place?
Digan:	
Hay un plato, una taza, y un platito.	There are a plate, a cup, and a saucer.
6. A la izquierda de cada sitio hay un tenedor y una servilleta.	To the left of each setting there are a fork and a napkin.
Ask:	
¿Qué hay a la izquierda de cada sitio?	What are there to the left of each place?
Digan:	
Hay un tenedor y una servilleta.	There are a fork and a napkin.
7. A la derecha de cada sitio hay un cuchillo y una cucharita.	To the right of each place there are a knife and a teaspoon.
Ask:	
¿Qué hay a la derecha de cada sitio?	What are there to the right of each place?
Digan:	
Hay un cuchillo y una cucharita.	There are a knife and a teaspoon.
8. La mesa está bien puesta porque hay sal, pimienta, azúcar y crema.	The table is well set because there is salt, pepper, sugar, and cream.
Ask:	
¿Por qué está bien puesta la mesa?	Why is the table well set?
Digan:	
Porque hay sal, pimienta, azucar, y crema.	Because there is salt, pepper, sugar, and cream.

9. Mi mamá pone la mesa.	My mother sets the table.
Ask:	
¿Quién pone la mesa?	Who sets the table?
Digan:	
Mi mamá pone la mesa.	My mother sets the table.
10. Say:	
La familia se sienta a la mesa y antes de comer, dice: --¡Provecho!	The family sits at the table and before eating, says, "May you enjoy the meal."
Ask:	
¿Qué dice la familia antes de comer?	What does the family say before eating?
Digan:	
La familia dice: --¡Provecho!	The family says, "May you enjoy the meal."

Vamos a contar:

cuarenta y uno	forty-one
cuarenta y dos	forty-two
cuarenta y tres	forty-three
cuarenta y cuatro	forty-four
cuarenta y cinco	forty-five

ADDITIONAL CLASS DRILLS:

1. Vocabulary Review

Draw a table with a table cloth. Set it by drawing plates, cups, and saucers, forks and knives, napkins, salt and pepper shakers, sugar bowl, and cream pitcher. Name the objects as you sketch them.

Now have the children sketch their own tables.

2. Again, enacting of table setting serves two purposes: classroom activity in Spanish and actual learning to set tables in class. Almost every first grade classroom is equipped with a set of play dishes and a small table. Choose someone to set the table. As the child sets the dishes, cups and saucers, etc., have the class as a whole say what the child is doing:

La niña pone la mesa.	The girl is setting the table.
La niña pone el mantel.	The girl puts the tablecloth on.
La niña pone cuatro platos.	The girl sets four plates.
La niña pone cuatro platitos.	The girl sets four saucers.
La niña pone cuatro tazas.	The girl sets four cups.
La niña pone cuatro cucharitas, cuatro tenedores, y cuatro cuchillos.	The girl sets four teaspoons, four forks, and four knives.

3. Finger games: Este Era Un Pollito (This was a chick)

Note: See appendix for finger games, p. 127.

Unit X

LAS FRUTAS
(Fruits)

Basic Vocabulary for Unit X

Spanish	English
la cereza	cherry
cincuenta	fifty
cuarenta y nueve	forty-nine
cuarenta y ocho	forty-eight
cuarenta y seis	forty-six
cuarenta y siete	forty-seven
el durazno	peach
la manzana	apple
la naranja	orange
la pera	pear
la piña	pineapple
el plátano	banana
la toronja	grapefruit
las uvas	grapes

Unit X

LAS FRUTAS
(Fruits)

INSTRUCTIONAL AIDS: Pictures of known fruits common to first graders. Stencil of fruits to be colored by children following instruction in Spanish.

Classroom Procedure:

Flash a picture card of each fruit and identify each by stating its name in Spanish. Have the children repeat the name. Draw an outline sketch of the fruit.

1. Flash a picture of an apple. and say:

Niños, ésta es una manzana.	Children, this is an apple.
Ask:	
¿Qué es ésta?, niños.	What is this, children?
Digan:	
Esta es una manzana.	This is an apple.
Esta es una manzana roja.	This is a red apple.
La manzana es grande.	The apple is large.
Ask:	
Niños,¿qué es ésta?	Children, what is this?
Digan:	
Esta es una manzana.	This is an apple.
Ask:	
Niños, ¿cómo es la manzana?	Children, what does the apple look like?
Digan:	
La manzana es roja y grande.	The apple is red and large.

Color the apple, and say:

Niños, vamos a pintar la manzana roja.	Children, let's color the apple red.

2. Flash a picture of a pear, and say:

Niños, ésta es una pera.	Children, this is a pear.
Ask:	
Niños, ¿qué es ésta?	Children, what is this?
Digan:	
Esta es una pera.	This is a pear.

La pera es amarilla y café.	The pear is yellow and brown.
La pera no es grande. Es chica.	The pear is not large. It is small.
Ask:	
Niños, ¿qué es ésta?	Children, what is this?
Digan:	
Esta es una pera.	This is a pear.
Ask:	
¿Cómo es la pera?	Describe the pear.
Digan:	
La pera es amarilla y café.	The pear is yellow and brown.
Ask:	
¿Es grande o chica?	Is it large or small?
Digan:	
La pera no es grande. Es chica.	The pear is not large. It is small.

Color the pear yellow and brown and say:

Niños, vamos a pintar la pera amarilla y café.	Children, let's color the pear yellow and brown.

3. Flash a picture of a banana, and say:

Niños, éste es un plátano.	Children, this is a banana.
Ask:	
Niños, ¿qué es éste?	Children, what is this?
Digan:	
Este es un plátano.	This is a banana.
El plátano es amarillo.	The banana is yellow.
El plátano es grande y largo.	The banana is large and long.
Como el plátano con crema.	I eat banana with cream.
Ask:	
¿De qué color es el plátano?	What color is the banana?
Digan:	
El plátano es amarillo.	The banana is yellow.
Ask:	
Niños, ¿cómo es el plátano?	Children, describe the banana.
Digan:	
El plátano es grande.	The banana is big.
Ask:	
Niños, ¿con qué comen Uds. el plátano?	Children, with what do you eat the banana?

Encourage individual answers:

Como el plátano con crema y azúcar.	I eat banana with cream and sugar.
Me gusta comer plátano con crema y azúcar.	I like to eat bananas with cream and sugar.

Color the banana and say:

Niños, vamos a pintar el plátano amarillo.	Children, let's color the banana yellow.

4. **Flash a picture of an orange. and say:**

Niños, ésta es una naranja.	Children, this is an orange.
Ask:	
Niños, ¿qué es ésta?	Children, what is this?
Digan:	
Esta es una naranja.	This is an orange.
La naranja es grande.	The orange is large.
La naranja es buena.	The orange is good.
Ask:	
¿De qué color es la naranja?	What color is the orange?
Digan:	
La naranja es anaranjada.	The orange is orange color.

Color the orange, and say:

Vamos a pintar la naranja anaranjada.	Let's color the orange, orange.

5. **Flash a picture of a grapefruit, and say:**

Niños, ésta es una toronja.	Children. this is a grapefruit.
Ask:	
Niños, ¿qué es ésta?	Children. what is this?
Digan:	
Esta es una toronja.	This is a grapefruit.
La toronja es amarilla.	The grapefruit is yellow.
Yo como toronja con azúcar o con sal.	I eat grapefruit with sugar or with salt.
La toronja no es chica.	The grapefruit is not small.
Es grande.	It is large.
Ask:	
¿De qué color es la toronja?	What color is the grapefruit?
Digan:	
La toronja es amarilla.	The grapefruit is yellow.

La toronja es grande.	The grapefruit is large.
Ask: ¿Cómo es la toronja?	Describe the grapefruit.
Digan: La toronja es grande.	The grapefruit is large.

Color the grapefruit yellow and say:

Vamos a pintar la toronja amarilla.	Let's color the grapefruit yellow.

6. Flash a picture of a bunch of grapes, and say:

Niños, éstas son uvas.	Children, these are grapes.
Ask: Niños, ¿qué son éstas?	Children, what are these?
Digan: Estas son uvas.	These are grapes.
Estas uvas son moradas, pero hay uvas verdes también. Las uvas son muy chiquitas.	These grapes are purple, but there are green grapes, also. Grapes are very, very small.
Ask: ¿De qué color son las uvas?	What color are the grapes?
Digan: Las uvas son moradas o verdes.	The grapes are purple or green.
Ask: ¿Cómo son las uvas?	Describe the grapes.
Digan: Las uvas son muy chiquitas.	Grapes are very small.

Color the grapes purple and say:

Vamos a pintar las uvas moradas.	Let's color the grapes purple.

7. Flash a picture of a peach, and say:

Niños, éste es un durazno.	Children, this is a peach.
Ask: Niños, ¿qué es éste?	Children, what is this?
Digan: Este es un durazno.	This is a peach.
El durazno es grande. El durazno es color de rosa y amarillo.	The peach is large. The peach is pink and yellow.

Ask:	
¿Quién puede decirnos el tamaño del durazno? ¿Es chico o grande?	Who can tell us the size of the peach? Is it small or large?
Digan:	
El durazno es muy grande.	The peach is very large.
Ask:	
¿De qué color es el durazno?	What color is the peach?
Digan:	
El durazno es color de rosa y amarillo.	The peach is pink and yellow.

Color the peach pink and yellow, and say:

Niños, vamos a pintar el durazno color de rosa y amarillo.	Children, we are going to color the peach pink and yellow.

8. Flash a picture of a pineapple, and say:

Niños, ésta es una piña.	Children, this is a pineapple.
Ask:	
Niños, ¿qué es ésta?	Children, what is this?
Digan:	
Esta es una piña.	This is a pineapple.
La piña es muy grande.	The pineapple is very large.
Ask:	
¿Es chica la piña?	Is the pineapple small?
Digan:	
No, señor, la piña es muy grande.	No, sir, the pineapple is very large.

Color the pineapple brown and the leaves green:

Niños, pinten la piña café y las hojas verdes.	Children, color the pineapple brown and the leaves green.

9. Flash a picture of cherries, and say:

Niños, éstas son cerezas.	Children, these are cherries.
Ask:	
Niños, ¿qué son éstas?	Children, what are these?
Digan:	
Estas son cerezas.	These are cherries.
Las cerezas son rojas. Son chiquitas.	Cherries are red. They are small.

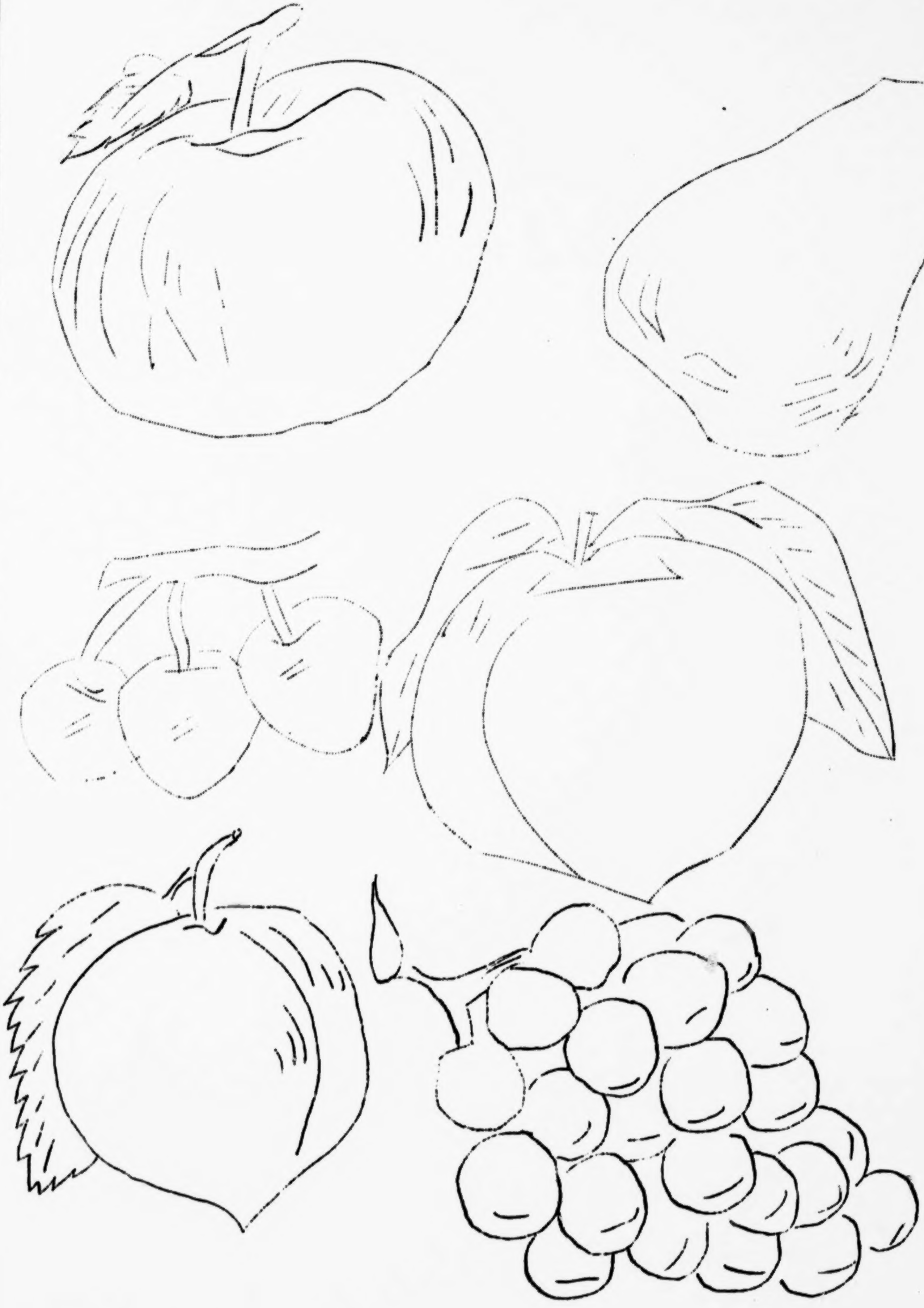
Ask:	
¿De qué color son las cerezas?	**What color are cherries?**
Digan:	
Las cerezas son rojas.	**Cherries are red.**
Ask:	
¿Son grandes las cerezas?	**Are cherries large?**
Digan:	
No, señor, las cerezas son chiquitas.	**No, Sir, cherries are very small.**

Color the cherries red and say:

Niños, vamos a pintar las cerezas rojas.	**Children, let's color the cherries red.**

Additional Class Drills:

Vamos a contar:	**Let's count:**
cuarenta y seis	**forty-six**
cuarenta y siete	**forty-seven**
cuarenta y ocho	**forty-eight**
cuarenta y nueve	**forty-nine**
cincuenta	**fifty**



Unit XI

LAS VERDURAS
(Vegetables)

Basic Vocabulary for Unit XI

Spanish	English
la cebolla	onion
los chícharos	peas
los ejotes	green beans
el elote	corn
la lechuga	lettuce
la papa	potato
el tomate	tomato
la zanahoria	carrot

Unit XI

LAS VERDURAS
(Vegetables)

INSTRUCTIONAL AIDS: Pictures of known vegetables common to a first grader. Stencils of vegetables for children to color following instructions in Spanish.

1. Flash a picture of a tomato, and say:

Niños, ésta verdura es un tomate.	Children, this vegetable is a tomato.
Ask:	
Niños, ¿qué es éste?	Children, what is this?
Digan:	
Este es un tomate.	This is a tomato.
Es un tomate rojo y grande.	It is a red and large tomato.

Color the tomate, and say:

Niños, vamos a pintar el tomate rojo.	Children, let's color the tomato red.

2. Flash a picture of a lettuce head or a lettuce salad, and say:

Niños, ésta es la lechuga.	Children, this is lettuce.
Ask:	
Niños, ¿qué es ésta?	Children, what is this?
Digan:	
Esta es la lechuga.	This is lettuce.
La lechuga es verde.	Lettuce is green.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es una lechuga.	This is lettuce.
Ask:	
¿De qué color es la lechuga?	What color is lettuce?
Digan:	
La lechuga es verde.	Lettuce is green.

3. Flash a picture of a carrot, and say:

Niños, esta es una zanahoria.	Children, this is a carrot.
Ask:	
Niños, ¿qué es ésta?	Children, what is this?

Digan:	
Esta es una zanahoria.	This is a carrot.
La zanahoria es larga y anaranjada.	The carrot is long and orange.
Ask:	
Niños, ¿qué verdura es ésta?	Children, what vegetable is this?
Digan:	
Esta es una zanahoria.	This is a carrot.
Ask:	
¿Cómo es la zanahoria?	Describe the carrot.
Digan:	
La zanahoria es larga y anaranjada.	The carrot is long and orange.
Ask:	
¿Quién come zanahorias?	Who eats carrots?
Digan:	
Yo como zanahorias.	I eat carrots.

Color the carrot orange, and say:

Niños, pinten la zanahoria anaranjada.	Children, color the carrot orange.

4. Flash a picture of an ear of corn, or a dish of creamed corn, and say:

Niños, éste es elote.	Children, this is corn.
Ask:	
Niños, ¿qué es éste?	Children, what is this?
Digan:	
Este es elote.	This is corn.
El elote es amarillo. Es grande y largo.	Corn is yellow. It is large and long.
Ask:	
Niños, ¿qué es éste?	Children, what is this?
Digan:	
Este es un elote.	This is an ear of corn.
Ask:	
¿De qué color es el elote?	What color is corn?
Digan:	
El elote es amarillo.	Corn is yellow.
Ask:	
¿Es grande o chico?	Is it large or small?

Digan:	
El elote es grande.	Corn is large.
Ask:	
¿Es corto o largo?	Is it short or long?
Digan:	
Es largo.	It is long.

Color the corn yellow, and say:

Niños, pinten el elote amarillo.	Children, color the corn yellow.

5. Flash a picture of some green beans, and say:

Niños, éstos son ejotes.	Children, these are green beans.
Ask:	
Niños, ¿qué son éstos?	Children, what are these?
Digan:	
Estos son ejotes.	These are green beans.
Los ejotes son pequeños y largos. Son verdes.	Green beans are small and long. They are green.

Color the green beans green, and say:

Niños, pinten los ejotes verdes.	Children, color the green beans green.

6. Flash a picture of peas, and say:

Niños, éstos son chícharos.	Children, these are peas.
Ask:	
Niños, ¿qué son éstos?	Children, what are these?
Digan:	
Estos son chícharos.	These are peas.
Los chícharos son pequeños. Son verdes.	Peas are small. They are green.
Ask:	
Niños, ¿qué son éstos?	Children, what are these?
Digan:	
Estos son chícharos.	These are peas.
Ask:	
¿Son pequeños o grandes?	Are they small or large?

Show by gesture the difference between pequeños (small) and grandes (large).

Digan:	
Los chícharos son chicos.	Peas are small.

Ask:	
¿De qué color son los chícharos?	What color are peas?
Digan:	
Los chícharos son verdes.	Peas are green.
Ask:	
¿Cómo son los chícharos?	Describe the peas.
Digan:	
Los chícharos son chiquitos.	Peas are very small.

7. Flash a picture of an onion, and say:

Esta es una cebolla.	This is an onion.
La cebolla es blanca y café.	The onion is white and brown.
Ask:	
¿De qué color es la cebolla?	What color is the onion?
Digan:	
La cebolla es blanca y café.	The onion is white and brown.

8. Flash a picture of a potato, and say:

Niños, ésta es una papa.	Children, this is a potato.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es una papa.	This is a potato.
La papa es chica.	The potato is small.
La papa es café.	The potato is brown.
Me gustan las papas fritas.	I like fried potatoes.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es una papa.	This is a potato.
Ask:	
¿Es grande o chica?	Is the potato large or small?
Digan:	
La papa es chica.	The potato is small.
Ask:	
¿Hay papas grandes?	Are there any large potatoes?
Digan:	
Sí, señor, hay papas grandes y chicas.	Yes, Sir, there are large and small potatoes.

Ask:

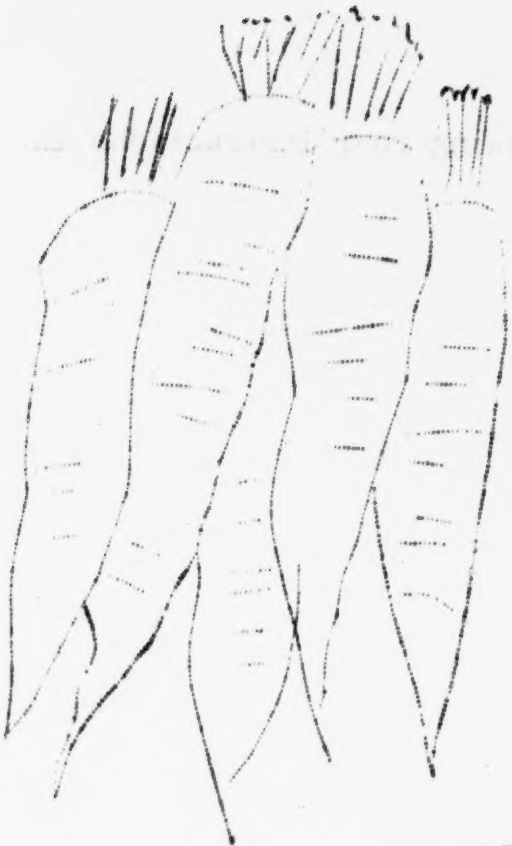
¿Quién come papas fritas aquí?	Who eats fried potatoes here?

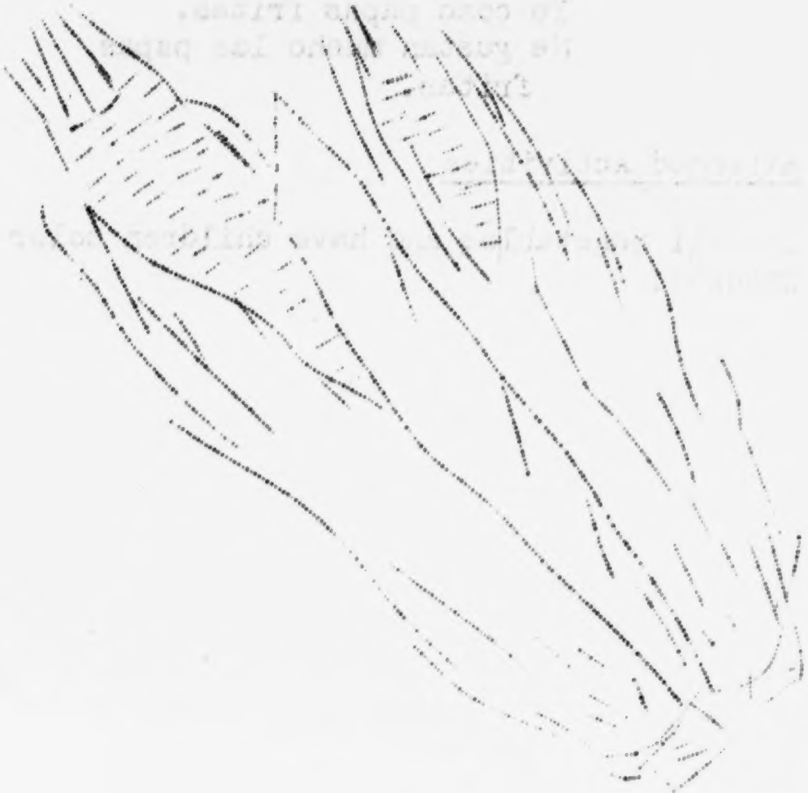
Digan:

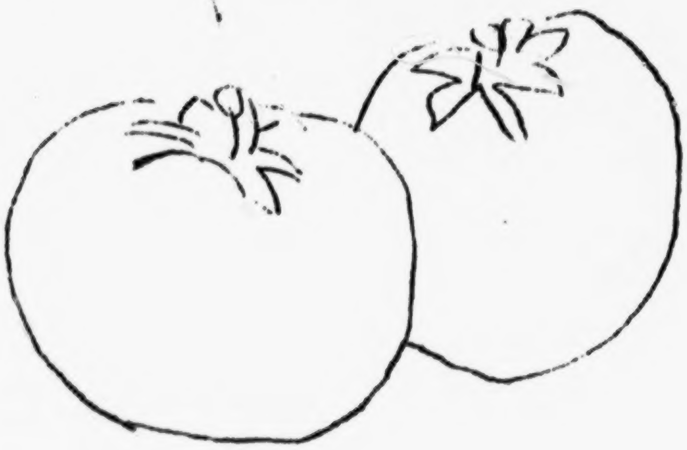
Yo como papas fritas.	I eat fried potatoes.
Me gustan mucho las papas fritas.	I like fried potatoes very much.

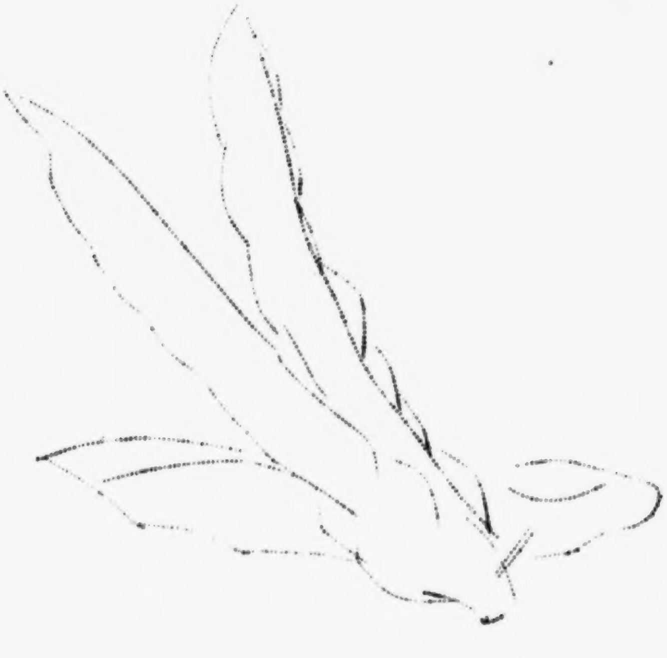
Extended Activities

Stencil vegetables and have children color them following your instructions in Spanish.









Unit XII

LOS DIAS DE FIESTA, EL TIEMPO, PRESENTACIONES Y EL CIRCO (Holidays, Seasons-Weather, Introductions, and the Circus)

In the first, second, third, and fourth grades; holidays, weather-seasons, introductions, and the circus play an important part in the lives of the children. Integration of the teaching of Spanish with these activities lends itself easily, since these activities are done in English in the classroom and are followed in Spanish during the Spanish class period. The children enjoy, therefore, identical experiences in both languages: the concepts of the activity at hand are established in the minds of the children from the classroom surroundings making it an enjoyable activity when presenting the motifs and when presenting the activity of the unit in Spanish. Most of these activities in Spanish consist in coloring drawings prepared beforehand of creating symbolic representations depicting the vocabulary to be treated. Songs usually play an important role, and although the children may not remember all of the vocabulary presented with each activity, repetition of these vocabularies through several years in the language study of the child will make these words a part of his living experience. These units are included to be used whenever the occasion arises in the course of the first, second, third, and fourth grades.

LOS DIAS DE FIESTA
(Holidays)

New Words:

Halloween

la calabaza	pumpkin
la escoba	broom
la Noche Libre	Halloween

Thanksgiving Day

el cócono	turkey
el Día de Gracias	Thanksgiving Day

Christmas

el costal	bag
¡Feliz Año Nuevo!	Happy New Year!
¡Feliz Navidad!	Merry Christmas
el juguete	toy
el Niño Dios	Baby Jesus
la olla de barro	clay pot
pegar	to paste
pego	I paste
San Nicolás	St. Nicholas
en tiras	in strips
vamos a hacer	let's make

The Birthday

el cumpleaños	birthday
¡Feliz cumpleaños!	Happy Birthday!
hoy	today
Jorge Washingtón	George Washington

Easter

al rededor	around
color de rosa	pink
el conejo	rabbit
largo. -a	long
la Pascua Florida	Easter
el pato	duck
el pollito	chick
pronto	soon

Mother's Day

adentro	inside
el clavel	carnation
el Día de la Madre	Mother's Day
el diez de mayo	May the 10th
la hoja	leaf
el librito	booklet
la tarjeta	card
Te quiero mucho.	I love you.

Valentine's Day

El día de San Valentín	Valentine's Day
el corazón	heart
Te quiero mucho.	I love you very much.

DÍAS DE FIESTA
(Holidays)

La Noche Libre
(Halloween)

Niños, esta noche es la Noche Libre.	Children, tonight is Halloween.
Hoy vamos a pintar calabazas con ojos y boca.	Today we are going to color jack-o'-lanterns.
Aquí tienen Uds. unos niños con calabazas.	Here you have some children with jack-o'-lanterns.
Pinten la calabaza anaranjada.	Color the pumpkin orange.
Pinten los ojos negros.	Color the eyes black.
Pinten la boca negra.	Color the mouth black.

El Día de Gracias
(Thanksgiving Day)

El jueves es el Día de Gracias.	Thursday is Thanksgiving Day.
Es día de dar gracias a Dios.	It is a day to thank God.
Es día de comer pavo.	It is a day to eat turkey.
Hoy vamos a pintar un guajalote.	Today we are going to color a turkey.
Aquí tienen Uds. un guajalote muy grande.	Here you have a very large turkey.
Vamos a rezar:	Let's pray:
Padre mío, escuchame	My Father, listen to me.
Este día guárdame.	On this day keep me.
Todo lo que haga hoy.	In everything I do today
Que sea muy bueno yo.	Grant that I may be very good.
Amén.	Amen.

La Navidad
(Christmas)

Hoy vamos a pintar un San Nicolás.	Today we are going to color a Santa Claus.
En México no hay "Santa Claus."	In Mexico there is no Santa Claus.
El Niño Dios trae juguetes a los niños buenos.	Baby Jesus brings toys to the good children.
Pinten los ojos azules.	Color his eyes blue.
Pinten la nariz y la boca rojas.	Color the nose and the mouth red.
Pinten la cara color de rosa.	Color his face pink.
Pinten la gorra roja.	Color his hat red.
Pinten la chaqueta roja.	Color his jacket red.
Pinten los pantalones rojos.	Color his trousers red.
Pinten las botas negras.	Color his boots black.
Pinten el costal de juguetes café.	Color the toy bag brown.
Vamos a cantar Noche de Paz y Cascabeles.	Let's sing Silent Night and Jingle Bells.
Ahora vamos a hacer una piñata.	Now we are going to make a piñata.
Corten papel rojo, verde, azul y blanco en tiras.	Cut red, green, blue, and white paper into strips.

Esta es la olla de barro.	This is a clay pot.
Primero pego un periódico.	First, I paste a newspaper.
Ahora vengan a pegar Uds. sus colores.	Now come and paste your colors.
Después ponemos dulces en la olla y la quebramos.	Afterwards we will put candy in the pot and we will break it.
Tendremos una fiesta de Navidad.	We will have a Christmas party.
¡Feliz Navidad y un Feliz Año Nuevo!	Merry Christmas and a Happy New Year!
(See appendix for Christmas carols)	

El Cumpleaños
(The Birthday)

Hoy es el veinte y dos de febrero.	Today is February 22.
Sí, hoy es cumpleaños de Jorge Washingtón.	Yes, today is George Washington's birthday.
¿Quién más tiene cumpleaños hoy?	Who else has a birthday today?
Muy bien, Pepe, ¿Cuántos años tiene Ud. hoy?	Fine, Pepe, how old are you today?
Tengo siete años.	I am seven years old.
Niños, Uds. tienen seis años.	Children, you are six year old.
Pepe tiene hoy siete años.	Joe is seven years old today.
Hoy es su cumpleaños.	Today is his birthday.
Vamos a cantarle a Pepe:	Let's sing to Joe:
Feliz cumpleaños a Ud.,	Happy birthday to you,
Feliz cumpleaños a Ud.,	Happy birthday to you,
Feliz cumpleaños Pepito	Happy birthday, little Joe
Feliz cumpleaños a Ud.	Happy birthday to you.

La Pascua Florida
(Easter)

En la sala de clase hay muchos conejitos.	In the classroom there are many little rabbits.
Hay muchas flores al rededor del cuarto.	There are many flowers around the room.
También hay muchos pollitos y patitos con muchos huevitos pintados.	There are also many chicks and ducklings with lots of Easter eggs.
Pronto es la Pascua.	It will soon be Easter.
Nosotros también vamos a pintar conejitos.	We, too, are going to color little rabbits.
Los conejitos tienen las orejas muy largas.	Little rabbits have very long ears.
Las orejas son color de rosa.	Their ears are pink.
La nariz y la boca son rojas.	Their nose and mouths are red.
El conejito usa pantalones.	The little rabbit is wearing trousers.
Pinten los pantalones azules.	Color his trousers blue.
La conejita usa vestido rojo y sombrero morado.	The little female rabbit is wearing a red dress and a purple hat.
Hay mucho zacate verde.	There is a lot of green grass.
En el zacate hay muchos huevitos de todos colores.	In the grass there are many little eggs in all colors.

El Día de la Madre
(Mother's Day)

En México el diez de mayo es el Día de la Madre.	In Mexico Mother's Day is May 10.
Es el día para decir a nuestra mamá: —Te quiero mucho.—	It is the day to tell our mother, "I love you."
Nosotros vamos a hacer una tarjeta para mamá.	We are going to make a card for Mother.
Primero, doblen el papel blanco por la mitad.	First, fold the white paper in half.
Ahora doblen el papel otra vez.	Now fold the paper again.
Es un librito.	It is a little book.
En frente vamos a pintar un clavel rojo.	In the front we are going to draw a red carnation.
Así se pinta: rojo con hojas verdes.	It is drawn this way: red with green leaves.
Ahora abran su tarjeta.	Now open your card.
Adentro vamos a escribir.	Inside we are going to write.
Escriban lo que yo escribo en la pizarra:	Write what I write on the blackboard:
Para mi mamá, Te quiero mucho.	For my mother, I love you.
Ahora pongan su nombre.	Now put your name.
Lleven esta tarjeta a mamá.	Take this card to Mother.

El Día de San Valentín
(Valentine's Day)

Niños, hoy (mañana) es el Día de San Valentín.	Children, today (tomorrow) is St. Valentine's Day.
Vamos a pintar un corazón para papá y para mamá.	We are going to color a heart (valentine) for Father and Mother.
Pinten el corazón rojo.	Color the heart red.
Pinten el vestido de la niña azul.	Color the girl's dress blue.
Pinten el cabello amarillo.	Color the hair yellow.
Pinten los zapatos negros.	Color the shoes black.
Ahora escriban: Papá (mamá) Te quiero mucho.	Now write: Father, (Mother) I love you very much.

EL TIEMPO
(Seasons and Weather)

New Words:

hace aire	it is windy
hace calor	it is warm
hace frío	it is cold
hace polvo	it is dusty
hace sol	it is sunny
el invierno	winter
el otoño	autumn
la primavera	spring
el verano	summer
las vacaciones	vacation

EL TIEMPO
(Seasons and Weather)

This unit is not to be taught as a regular unit. Rather, use whatever expressions are appropriate on any particular day.

Niños, hace frío.	Children, it is cold.
Niños, hace calor.	Children, it is warm.
Niños, hace aire.	Children, it is windy.
Niños, hace polvo.	Children, it is dusty.
Niños, hace sol.	Children, it is sunny.
Niños, hace un día muy bonito.	Children, it is a pretty day.
Niños, éste es el invierno.	Children, this is winter.
Es el primer día de invierno.	It is the first day of winter.
Niños, estamos en el otoño.	Children, we are in autumn.
Niños, hoy es el primer día de la primavera.	Children, today is the first day of spring.
Niños, hoy es el último día de clase.	Children, today is the last day of class.
Vamos a estar en vacaciones.	We are going to be on our vacation.
Tenemos vacaciones en el verano.	We have vacation in the summer.
En el verano hace calor.	In summer it is hot.

PRESENTACIONES
(Introductions)

New Words:

abre	he, she opens
El gusto es mío.	The pleasure is mine.
Tengo gusto en conocerlo, -la	I am glad to know you.
toco la puerta	I knock at the door

PRESENTACIONES
(Introductions)

Yo toco la puerta.	I knock at the door.
Toco la puerta.	I am knocking at the door.
¿Quién toca la puerta?	Who is knocking at the door?
(Your name) toca la puerta.	_____ is knocking at the door.
La hermana abre la puerta.	The sister opens the door.
¡Abra la puerta!	Open the door.
Buenos días, (your name).	Good morning, _____.
¿Cómo esta usted? Pase usted.	How are you? Come in.
Papá, éste (a) es (your name).	Daddy, this is _____.
(Your name), éste es mi papá.	_____, this is my daddy.
Tengo mucho gusto en conocerlo, (your name), a sus órdenes.	I am very happy to meet you, _____, (at your service).
(Your name) éste es mi hermano.	_____, this is my brother.
Tom (the brother), éste (a) es (your name).	Tom, this is _____.
Tengo mucho gusto en conocerlo (la), (your name), a sus órdenes.	I am very happy to know you, _____, (at your service).
El gusto es mío, Tom Smith, a sus órdenes.	The pleasure is mine, Tom Smith, (at your service).
(Your name), ésta es mi mamá.	_____, this is my mother.
Mamá, éste (a) es (your name).	Mother, this is _____.
El gusto es mío, senora, (your name) a sus órdenes.	The pleasure is mine, Madam _____, (at your service).

From now on, whenever there is a visitor in your Spanish class, be sure that all introductions are made in Spanish. When a new child enters school, have the introductions made in Spanish when he is introduced to you.

EL CIRCO
(The Circus)

New Words:

el circo	circus
el elefante	elephant
la parada	parade

EL CIRCO
(The Circus)

INSTRUCTIONAL AIDS: Pictures of a circus, parades, circus animals, cages, clowns, bands, etc.

1. **Flash several general circus pictures, and say:**

Niños, éste es el circo.	Children, this is the circus.
Ask:	
¿Qué es éste?	What is this?
Digan:	
Este es el circo.	This is the circus.

2. Flash pictures of a circus parade, and say:

Esta es la parada.	This is the parade.
Ask:	
¿Qué es ésta?	What is this?
Digan:	
Esta es la parada.	This is the parade.
Say:	
¡Qué bonita la parada!	What a pretty parade!

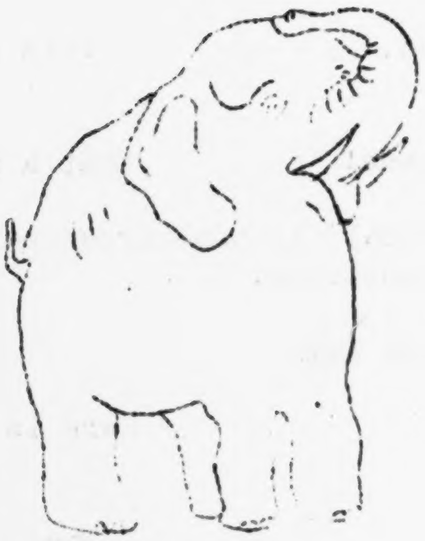
3. Point to the various animals in the circus parade, and as each is identified talk about it and ask questions.

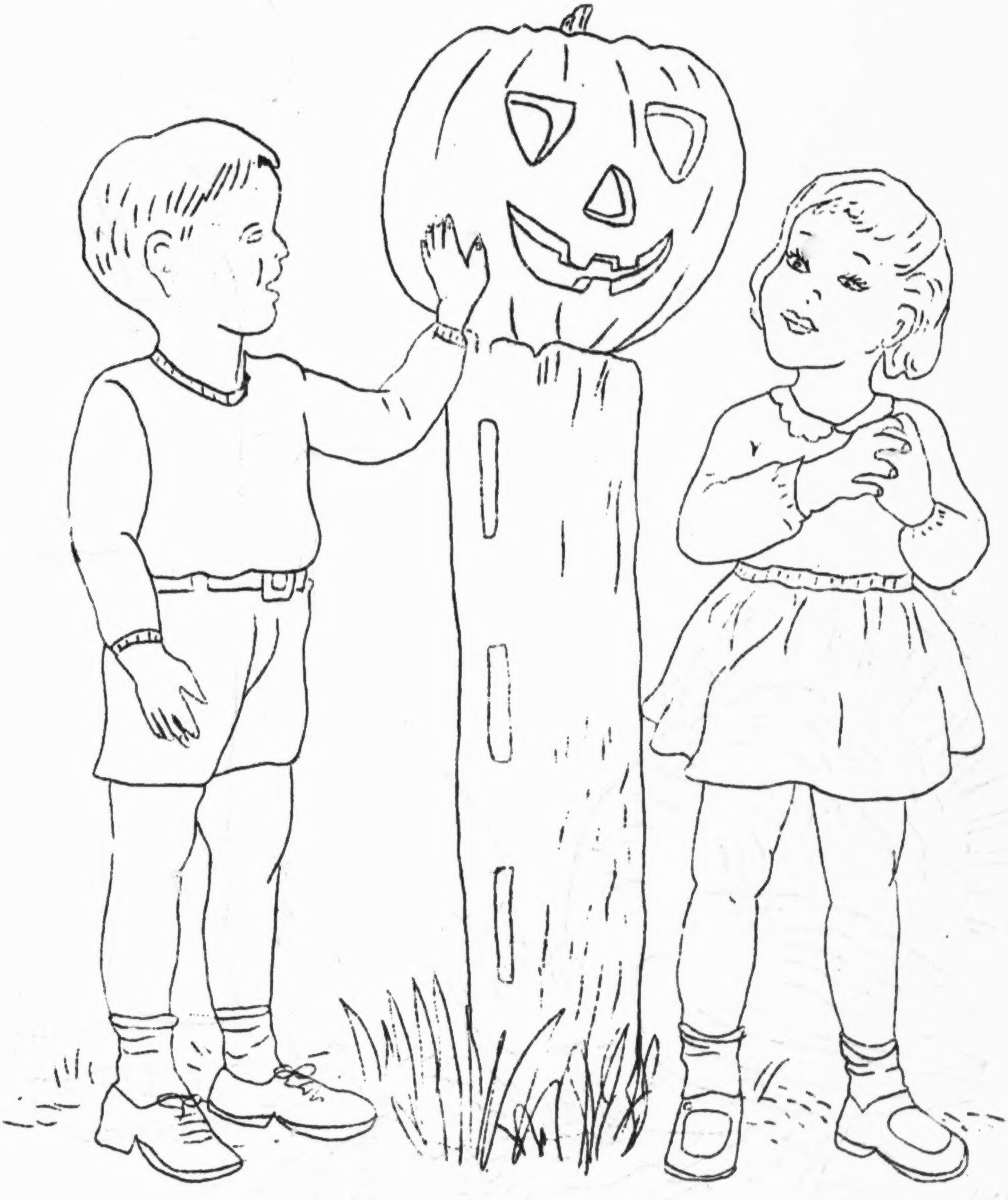
Point to an elephant, and say:

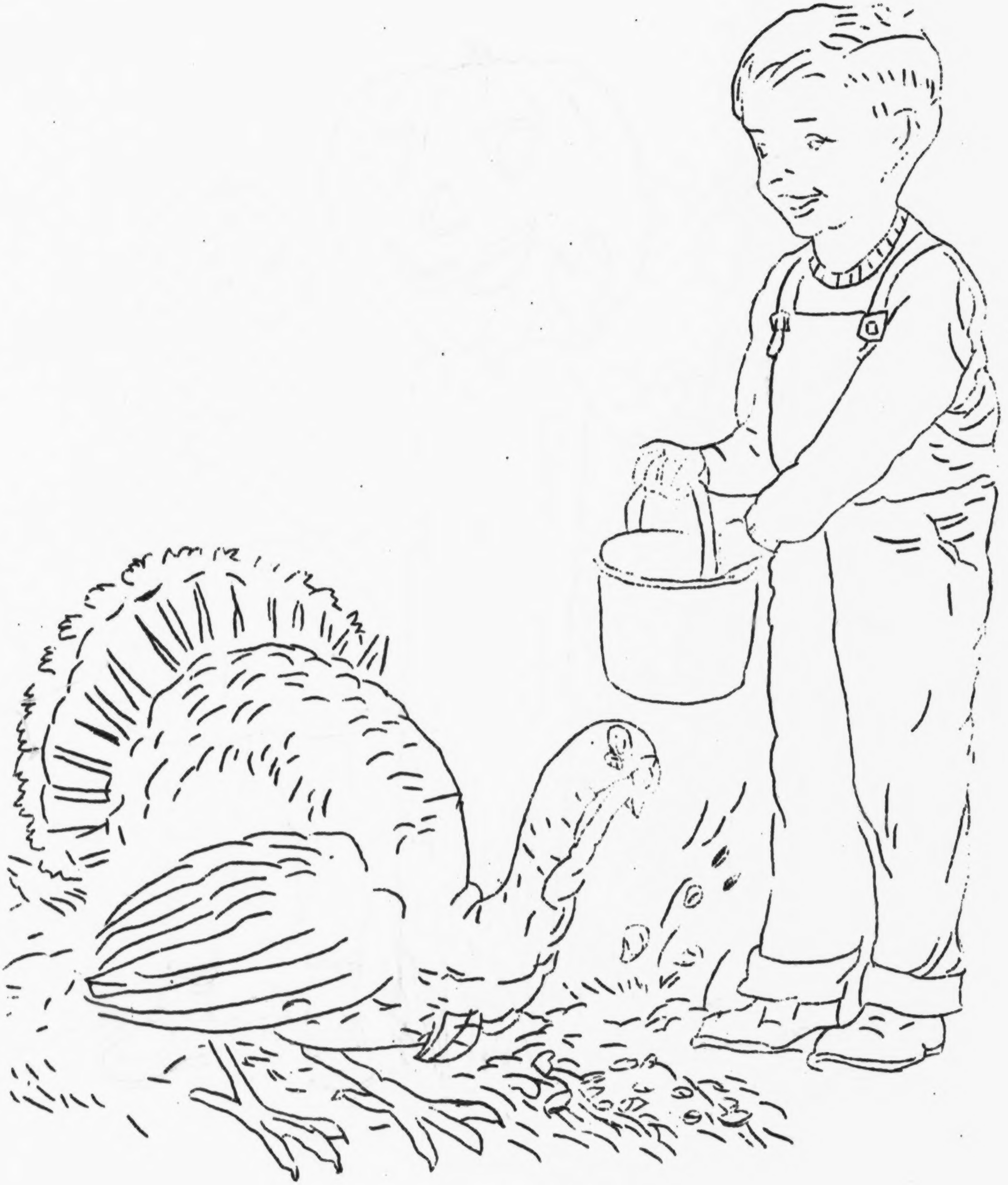
Aquí está un elefante.	Here is an elephant.
Ask:	
¿Qué es éste?	What is this?
Digan:	
Este es un elefante.	This is an elephant.
Ask:	
¿Es chiquito o grande?	Is it very small or large?
Digan:	
El elefante es muy grande.	The elephant is very large.
Ask:	
¿De qué color es el elefante?	What color is the elephant?
Digan:	
El elefante es gris.	The elephant is gray.
Say:	
En el circo hay elefantes.	In the circus there are elephants.
Me gusta la parada del circo.	I like the circus parade.

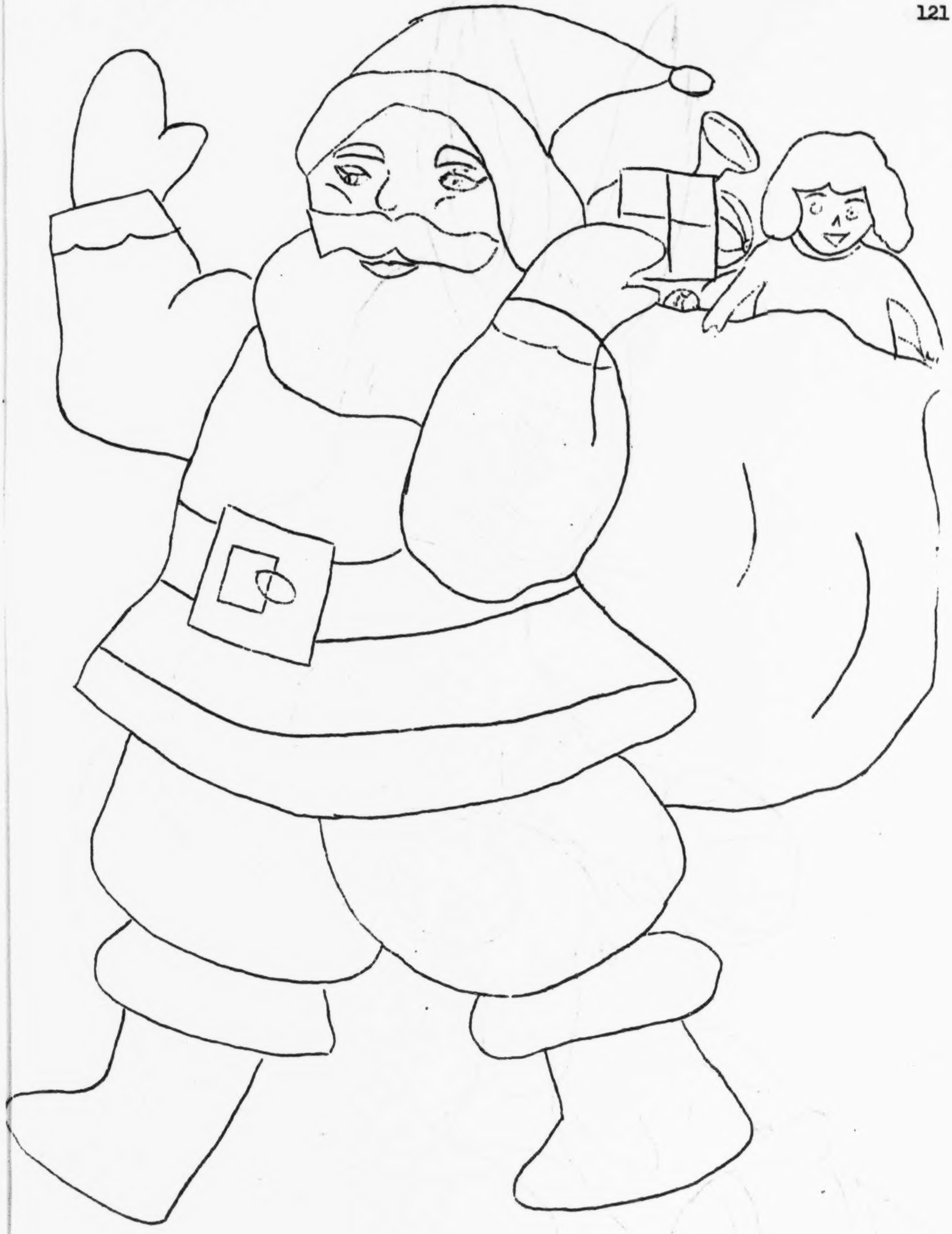
Additional Class Drills:

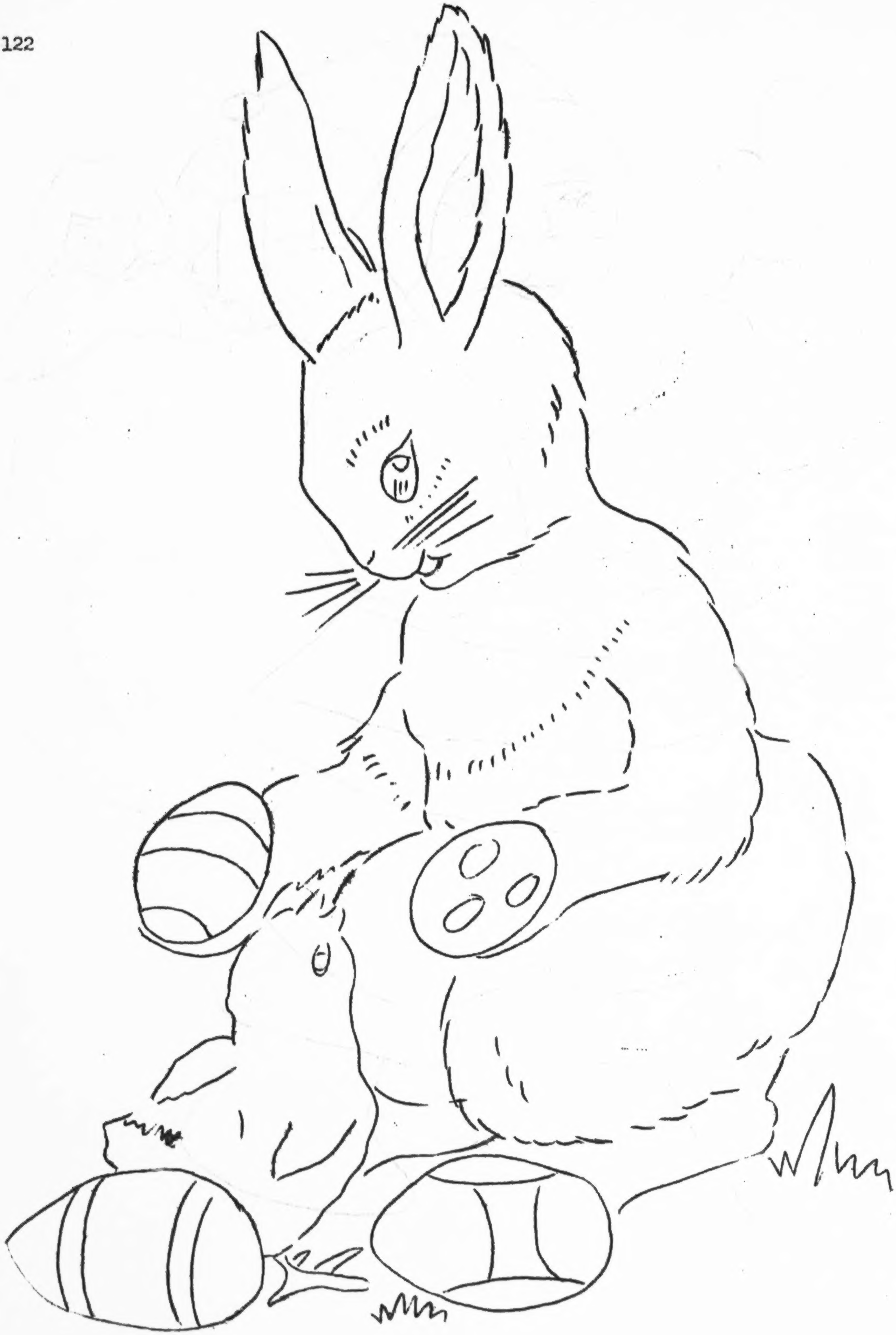
1. Have the children color the circus animals following your instructions in Spanish.
2. Circus Frieze: Have the children cut out the circus animals. Place a large piece of brown wrapping paper on the board for the background. Have various children sketch a circus tent. As you call for the animals, have the children paste them on the paper to form a circus parade.

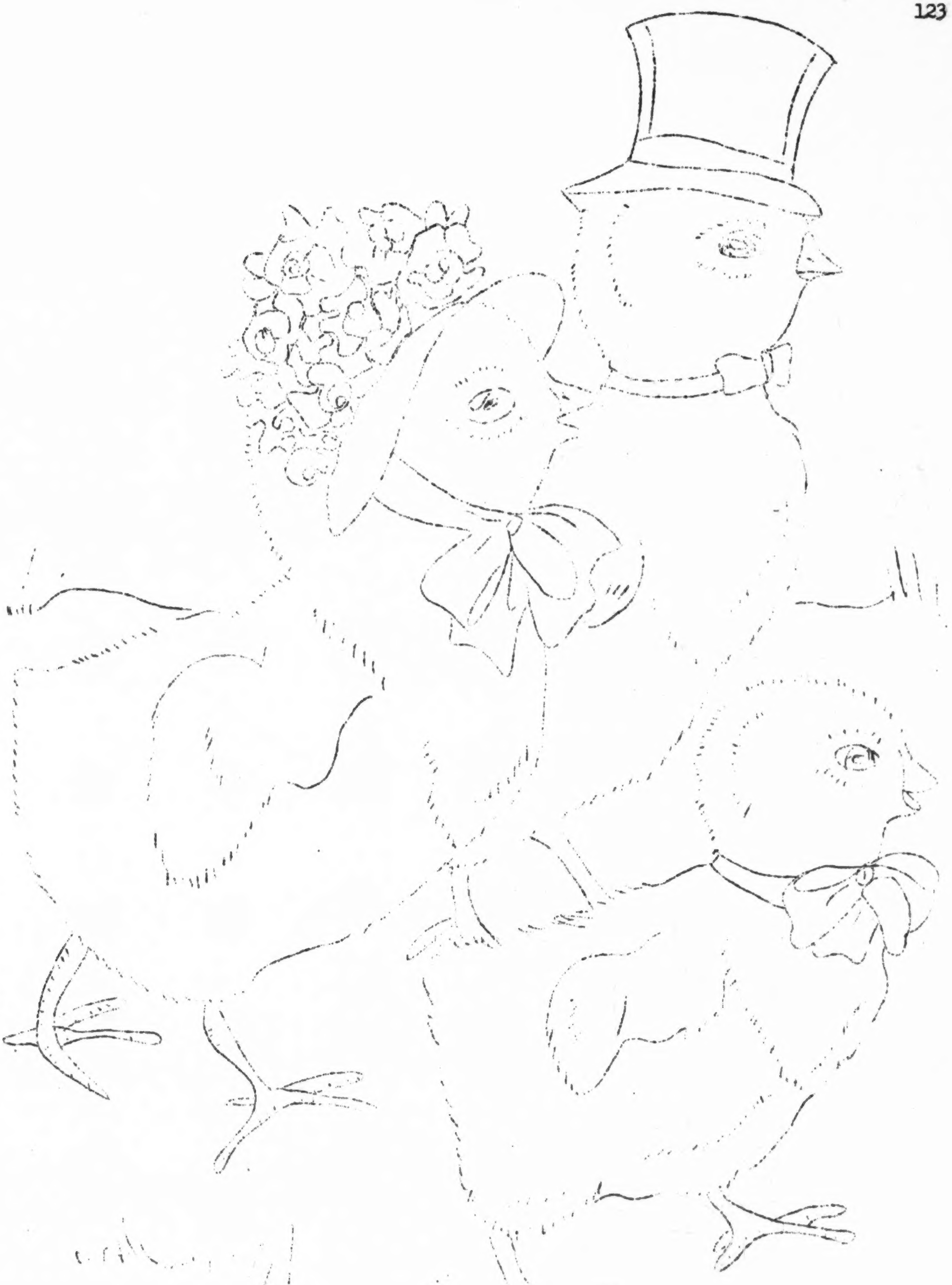


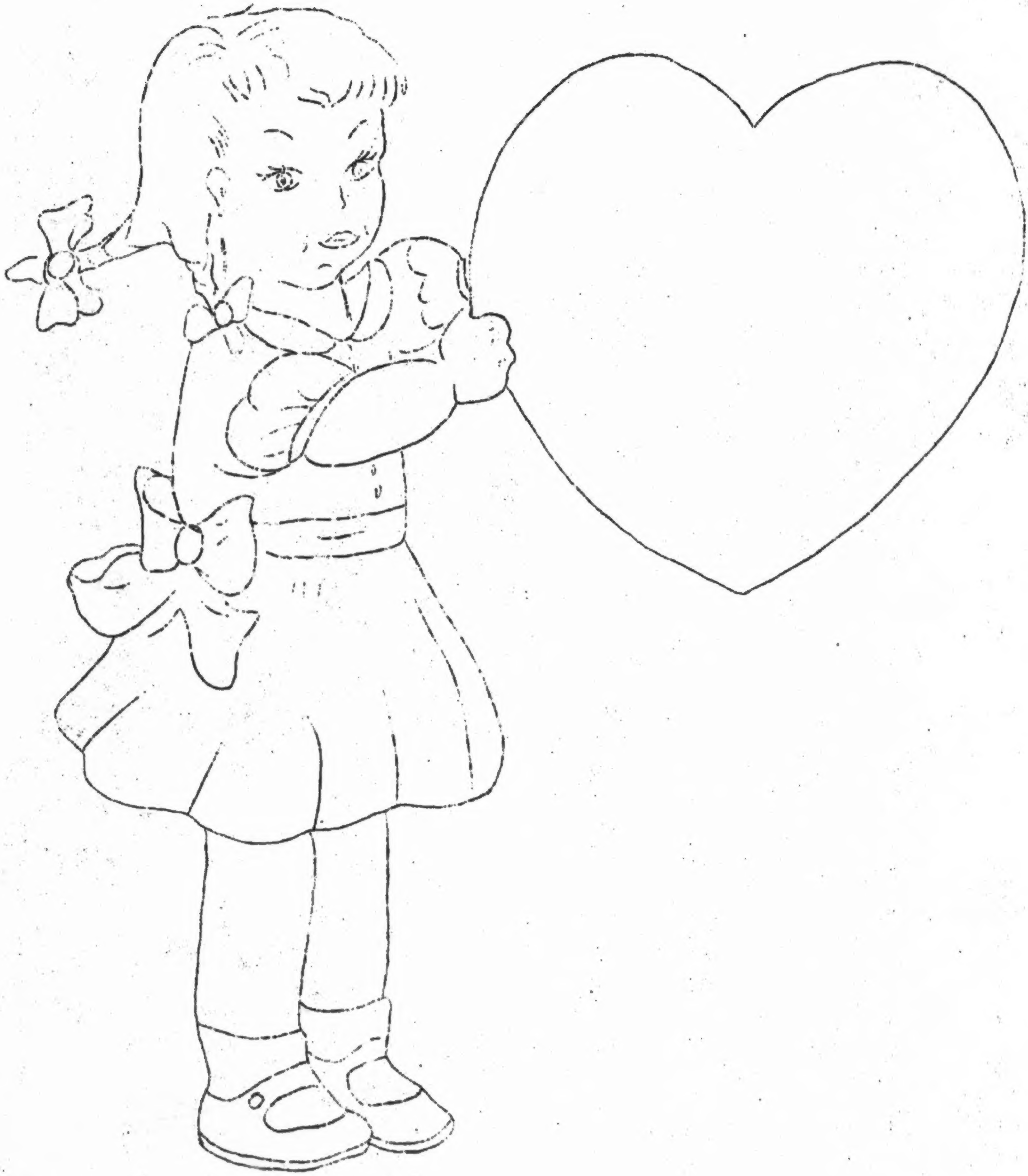












APPENDIX

Unit III Partes Del Cuerpo (Parts of the Body)

"Looby Lou"

Vamos a jugar.	Let's play.
Vamos a jugar,	Let's play.
Vamos a jugar,	Let's play,
Vamos a jugar.	Let's play.
Meto la mano derecha,	I stick my right hand in,
Saco la mano derecha.	I take my right hand out.
Sacudo la mano, así. así.	I shake my hand like this, like this
Y salto al rededor.	And turn myself around.
Vamos a jugar, etc.	Let's play, etc.
Meto la mano izquierda.	I stick my left hand in,
Saco la mano izquierda.	I take my left hand out,
Sacudo la mano, así así	I shake my hand like this, like this
Y salto al rededor.	And turn myself around.
Vamos a jugar, etc.	Let's play, etc.
Meto el pie derecho.	I stick my right foot in,
Saco el pie derecho.	I take my right foot out,
Sacudo el pie, así así,	I shake my foot like this, like this
Y salto al rededor.	And turn myself around.
Vamos a jugar, etc.	Let's play, etc.
Meto el pie izquierdo.	I stick my left foot in,
Saco el pie izquierdo,	I take my left foot out,
Sacudo el pie, así, así,	I shake my foot like this, like this.
Y salto al rededor.	And turn myself around.
Vamos a jugar, etc.	Let's play, etc.
Meto la cabeza.	I stick my head in,
Saco la cabeza,	I take my head out.
Sacudo la cabeza, así, así.	I shake my head like this, like this
Y salto al rededor.	And turn myself around.
Vamos a jugar, etc.	Let's play, etc.
Meto todo el cuerpo.	I stick all my body in,
Saco todo el cuerpo.	I take all my body out,
Sacudo el cuerpo. así. así.	I shake my body like this, like this
Y salto al rededor.	And turn myself around.
Vamos a jugar, etc.	Let's play, etc.

Other parts of the body may be included:

Meto la nariz,	I stick my nose in,
Saco la nariz,	I take my nose out,
Sacudo la nariz, así, así,	I shake my nose like this, like this,
Y salto al rededor.	And turn myself around.

Vamos a jugar, etc.	Let's play, etc.

Meto el ojo derecho, etc.	I stick my right eye in, etc.

Meto el ojo izquierdo, etc.	I stick my left eye in, etc.

Unit V La Familia (The Family)

"Este Niño Nacio en Francia"
(This Boy Was Born in France)

Point to a child to be named during the song:

Este niño nació en Francia,	This boy was born in France.
Do, re, mi, fa, sol, la,	Do, re, mi, fa, sol, la,
Este niño nació en Francia,	This boy was born in France,
Muy bello y sin igual,	Very beautiful and without equal,
Do, re, mi, fa, sol, la,	Do, re, mi, fa, sol, la,
Muy bello y sin igual.	Very beautiful and without equal.

¿Qué nombre le pondremos?	What name shall we give him?
Do, re, mi, fa, sol, la,	Do, re, mi, fa, sol, la,
¿Qué nombre le pondremos?	What name shall we give him?
Muy bello y sin igual	Very beautiful and without equal
Do, re, mi, fa, sol, la,	Do, re, mi, fa, sol, la,
Muy bello y sin igual.	Very beautiful and without equal.

Flash pictures of members of the family and later of other objects and let the class call out the name to be given the child.

Le pondremos, "El Papá,"	We shall call him, "El Papá"
Do, re, mi, fa, sol, la, (Repeat)	Do, re, mi, fa, sol, la, (Repeat)
Que es muy bello y sin igual	Which is very beautiful and without equal
Do, re, mi, fa, sol, la,	Do, re, mi, fa, sol, la,
Que es muy bello y sin igual.	Which is very beautiful and without equal

Ask the child:

¿Le gusta este nombre?	Do you like this name?

He may answer:

Sí, señor, o no, señor.	Yes, Sir, or no, Sir.
Este nombre sí (no) le gusta,	He does (doesn't) like this name,
Do, re, mi, fa, sol, la,	Do, re, mi, fa, sol, la,
Este nombre sí (no) le gusta.	He does (doesn't) like this name.
(No) Es muy bello y sin igual,	It is (isn't) very beautiful and without equal,

Do, re, mi, fa, sol, la,	Do, re, mi, fa, sol, la,
(No) Es muy bello y sin igual.	It is (isn't) very beautiful and without equal.

When the child agrees on the name. pick another child to be "it" and flash cards until suitable name is found. If no name is liked by the child, give him his own name and he usually likes it. thereby giving another child a chance to be "it."

"Eeny, Meeny. Miney. Mo"
(Spanish Version)

To be used in picking a child to be "it." Divide rhyme into syllables as you point to each child in the room. until you get to the last syllable. Last syllable is "it."

De tin. marín. de lopin buey.
Cúcara. mácara. titere, fué,
Cuchara, salero. esconde tu dedo
Detrás del trastero.

Unit VII Afuera de la Casa (The Outside of the House)

"Tortillitas"
(Patty-cakes)

Tortillitas, tortillitas.	Little tortillas, little tortillas
Tortillitas para papá.	Little tortillas for Papa
Tortillitas para mamá.	Little tortillas for Mama.
Tortillitas de salvado	Little tortillas made of bran
Para papá, que está enojado.	For Papa, who is angry.
Tortillitas de manteca	Little tortillas of lard
Para mamá, que está contenta.	For Mama . who is happy.

"Estas Manitas"
(These Little Hands)

Estas manitas son	These little hands are
Chiquititas y	Very small and
Traviesitas.	Very naughty.
Ta-ron-ton-ton!	Ta-ron-ton-ton!

Unit IX Pongo La Mesa (I Set the Table)

"Este Era Un Pollito"
(This Was a Chick)

With right hand, point to each finger of the left hand, one finger per line of rhyme, beginning with little finger. At the last line, shake the thumb.

Este era un pollito.	This was a chick,
Este lo pescó,	This one caught it,
Este lo mató,	This one killed it,
Este lo guisó.	This one fried it,
Y este se lo comió.	And this one ate it,
Y no me dió.	And didn't give me any.

Naming the fingers (same directions as above):

Niño chiquito y bonito,	One is a boy, pretty and small,
El señor de los anillos,	Two is the man of the rings,
El soldado, largo y flaco,	Three is a soldier, slender and tall,
El mira lejos,	Four can point at things,
Y el dedo gordo, gordo.	And five is fat, fat.

Christmas Songs

Noche de paz
(Silent Night)

Noche de paz, noche de amor,
Todo duerme al rededor,
Entre los astros que esparcen
  su luz,
Bella anunciando al niñito Jesús.
Brilla la estrella de paz,
Brilla la estrella de paz.

Noche de paz, noche de amor,
Todo duerme al rededor,
Sólo velan el la oscuridad,
Los pastores que en el campo están.
Y la estrella de Belén,
Y la estrella de Belén.

Cascabeles
(Jingle Bells)

Cascabeles, cascabeles,
Tra-la-la-la-la
Que alegría todo el día!
Tra-la-la-la-la-la.

(Repeat)

MUSIC

This group of songs is for children of first grade. The songs are tunes for enriching various units, the level of which may be decided by the individual teacher.

Most of the tunes were given orally by Señor Rivera. Some were written by process of dictation from Spanish recordings. The words were taken down by the same process. Due to localisms and slurring of syllables while singing, some places have been left blank because of the difficulty in distinguishing sounds.

Both melodies and harmonies are scored so that classroom teachers with only a scant knowledge of music might play them for their children. One might observe here that no minor keys are used. This fact is typical in Spanish folk music. Also the range is placed squarely in the middle of the keyboard using keys of B major and D^b major in the section taken from the Spanish singers on the recordings. This gives a typical Spanish flavor so we left them in the same keys. Very young children might do better with them if they are transposed higher. Also one might note that only Tonic Sub Dominant and Dominant harmonies are used.

FIRST GRADE

Nana Caliche

Nana Caliche
no sale de casa
porque los pollos
le comen la masa.

Old Mother Caliche
never leaves home
because the chickens
will eat her dough.

Naming Fingers

Niño chiquito y bonito,
El señor de los anillos
El soldado, largo y flaco
El mira lejos,
Y el dedo gordo, gordo.

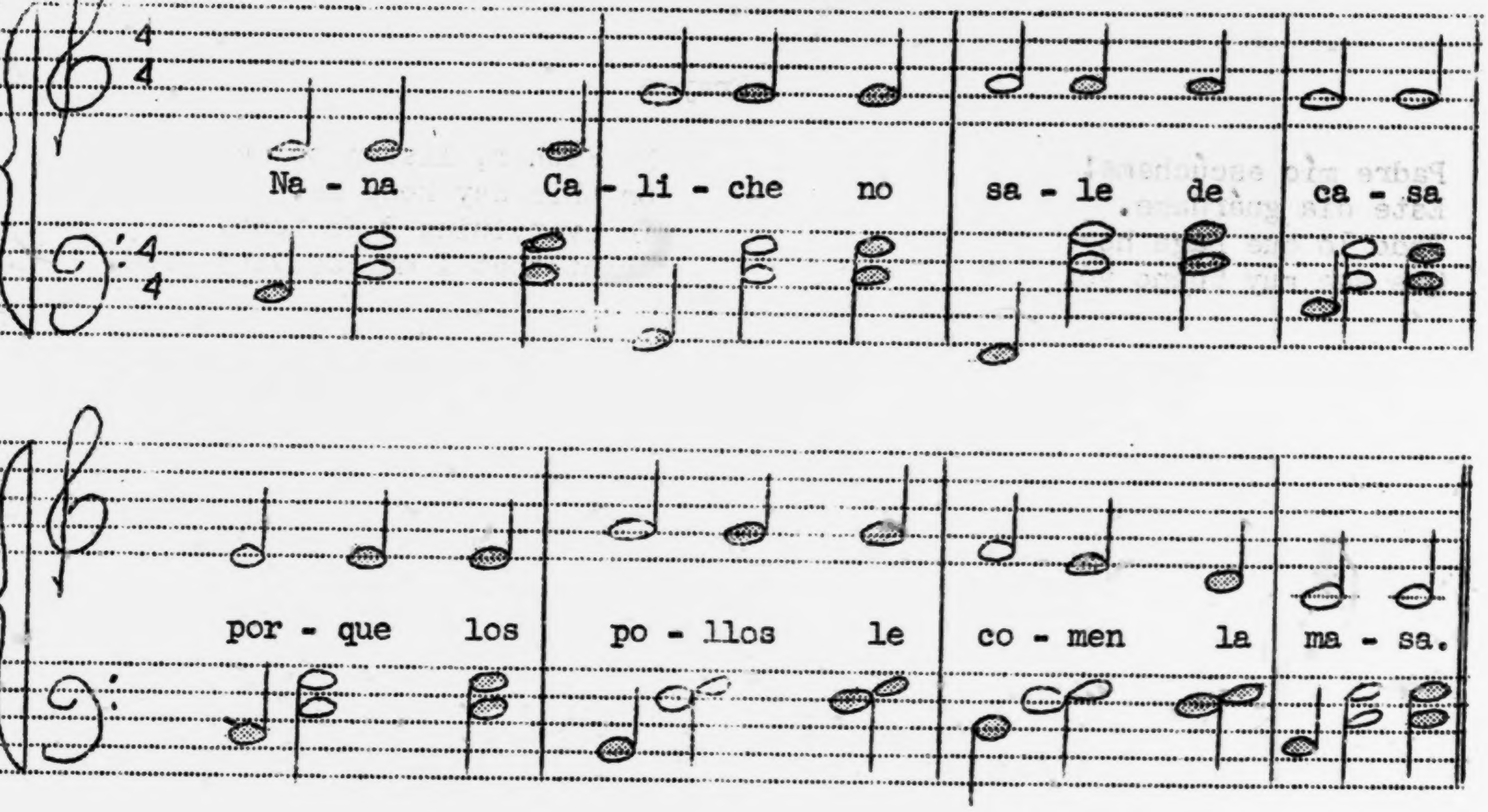
One is a boy, pretty and small
Two is the man of the rings,
Three is a soldier, slender and tall,
Four can point at things,
Five is fat, fat.

Estas Manitas

Estas manitas son
chiquititas y
traviesitas.
Ta-ron-ton-ton!

These little hands are
very small and
very naughty.
Ta-ron-ton-ton!

NANA CALICHE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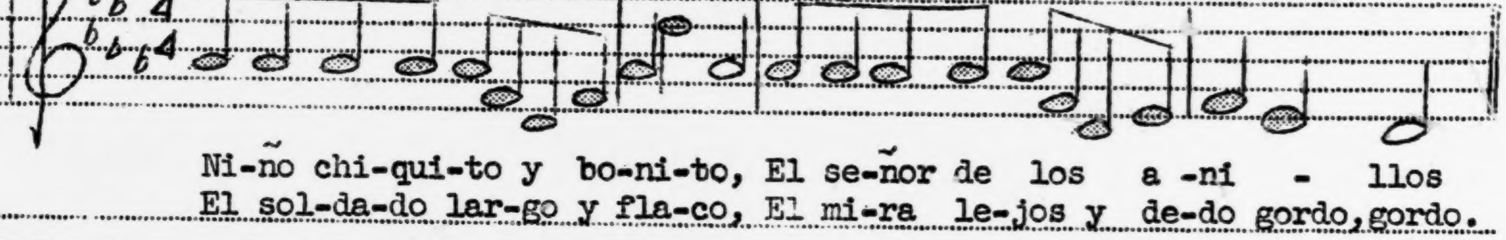
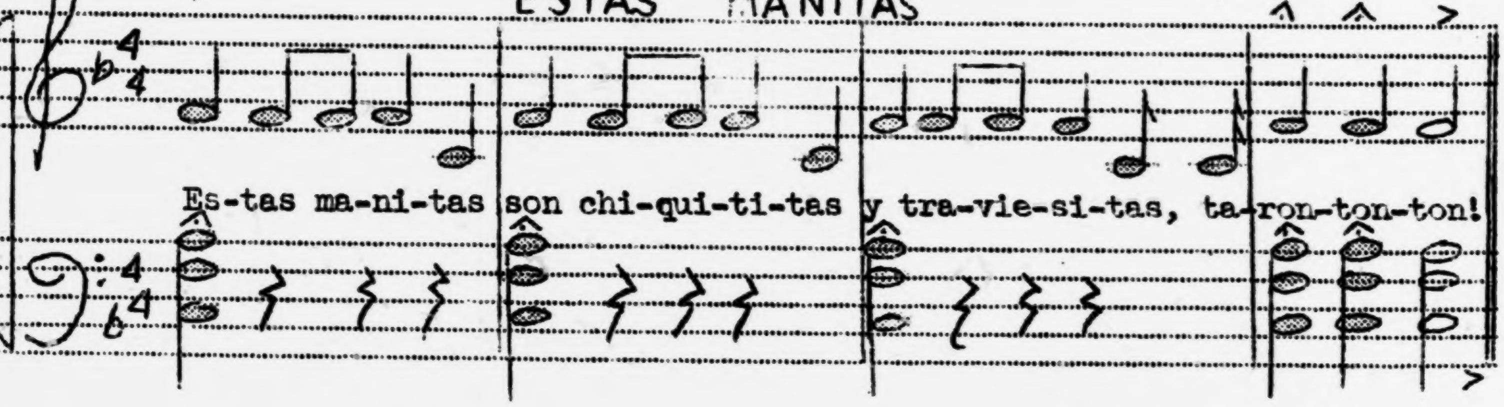
4
Na - na Ca - li - che no sa - le de ca - sa
4
4
por - que los po - llos le co - men la ma - sa.

NAMING FINGERS


4
4
Ni-ño chi-qui-to y bo-ni-to, El se-ñor de los a -ni - llos
El sol-da-do lar-go y fla-co, El mi-ra le-jos y de-do gordo,gordo.

ESTAS MANITAS

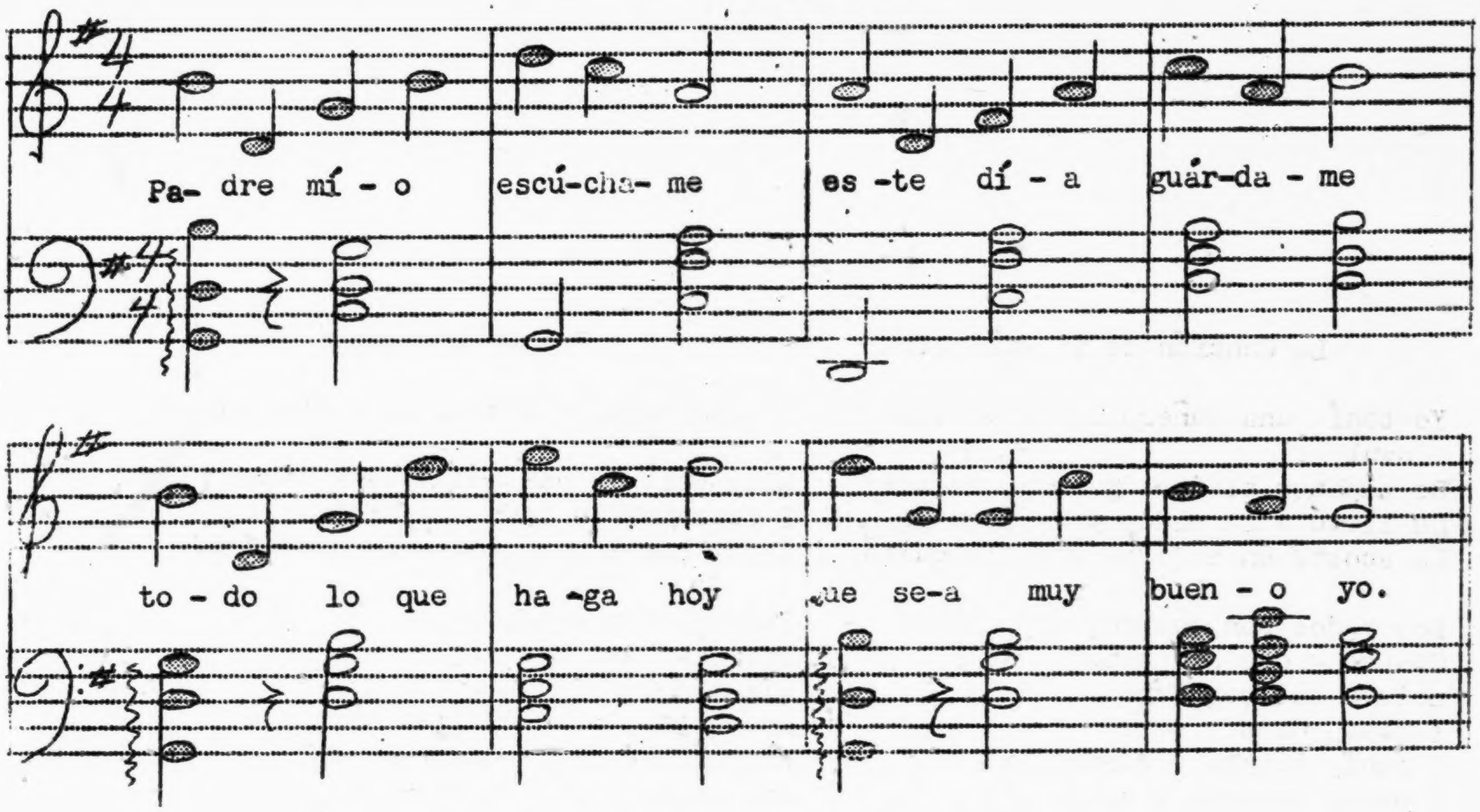

4
4
Es-tas ma-ni-tas son chi-qui-ti-tas y tra-vie-si-tas, ta-ron-ton-ton!
4
4

Prayer

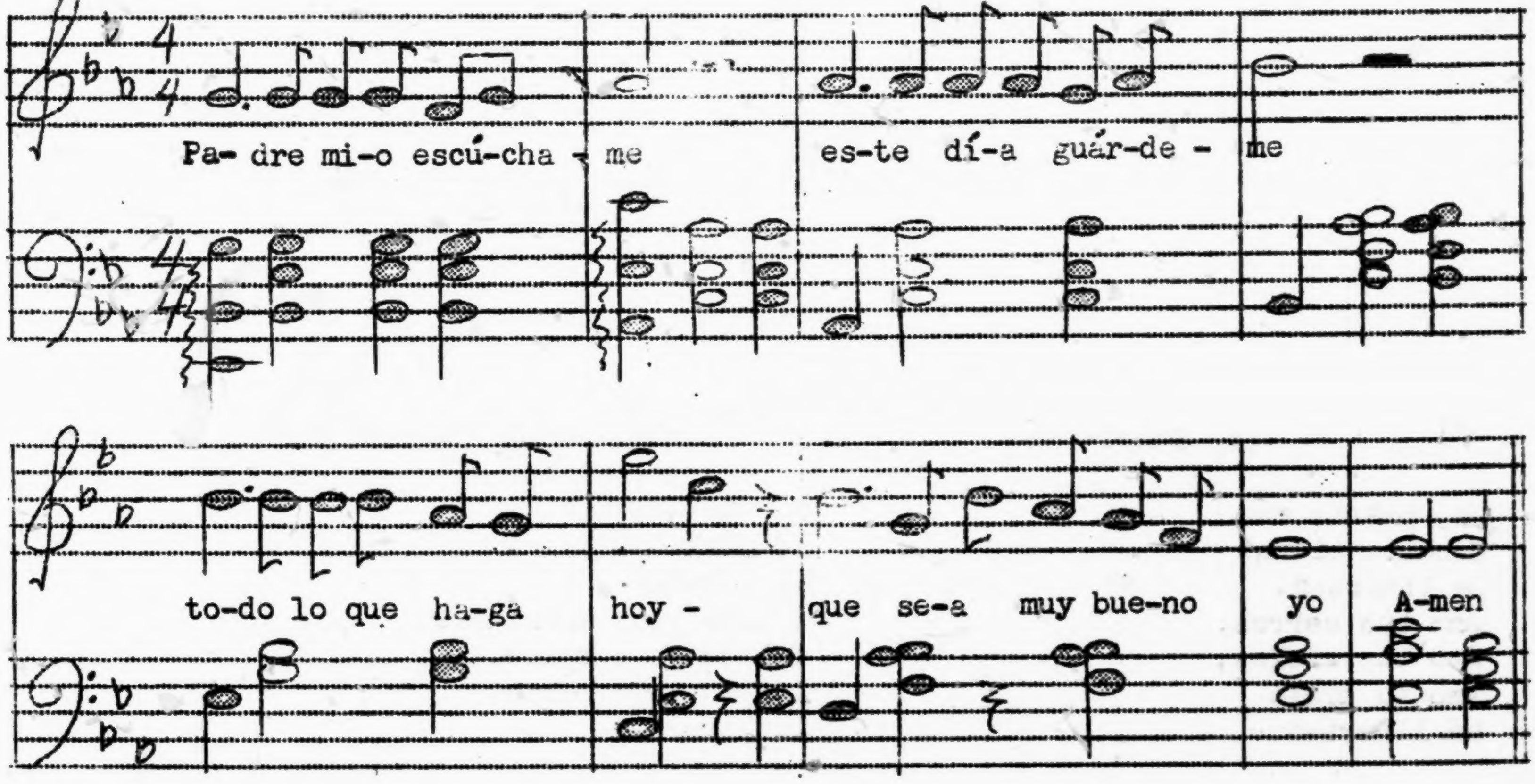
Padre mío escúchame!
Este día guárdame.
Todo lo que haga hoy
Que sea muy bueno yo.

My Father, listen to me
On this day keep me.
In everything I do today
Grant that I may be very good.

Prayer (1)


Pa- dre mí - o escú-cha- me es -te dí - a guár-da - me
to - do lo que ha -ga hoy ue se-a muy buen - o yo.

Prayer (2)


Pa- dre mi-o escú-cha - me es-te dí-a guár-de - me
to-do lo que ha-ga hoy - que se-a muy bue-no yo A-men

La Canción de la Muñequita

Yo tenía una muñequita de vestido azul
De zapatos blancos y traje de tul;
La llevé a la plaza y se desmayó.
La acosté en la cama y se le quitó.

Dos y dos son cuatro;
Cuatro y dos son seis;
Seis y dos son ocho,
Y ocho, diez y seis;
Y ocho, veinte y cuatro;
Y ocho, treinta y dos;
Animas benditas, me persigno yo!

The Doll's Song

I used to have a doll in a blue dress
With white shoes and a silk dress;
I took her to town and she fainted.
I put her in bed and she recovered.

Two and two are four;
Four and two are six;
Six and two are eight,
And eight more are sixteen;
And eight more, twenty-four;
And eight more, thirty-two;
Heavenly days, God Bless me!

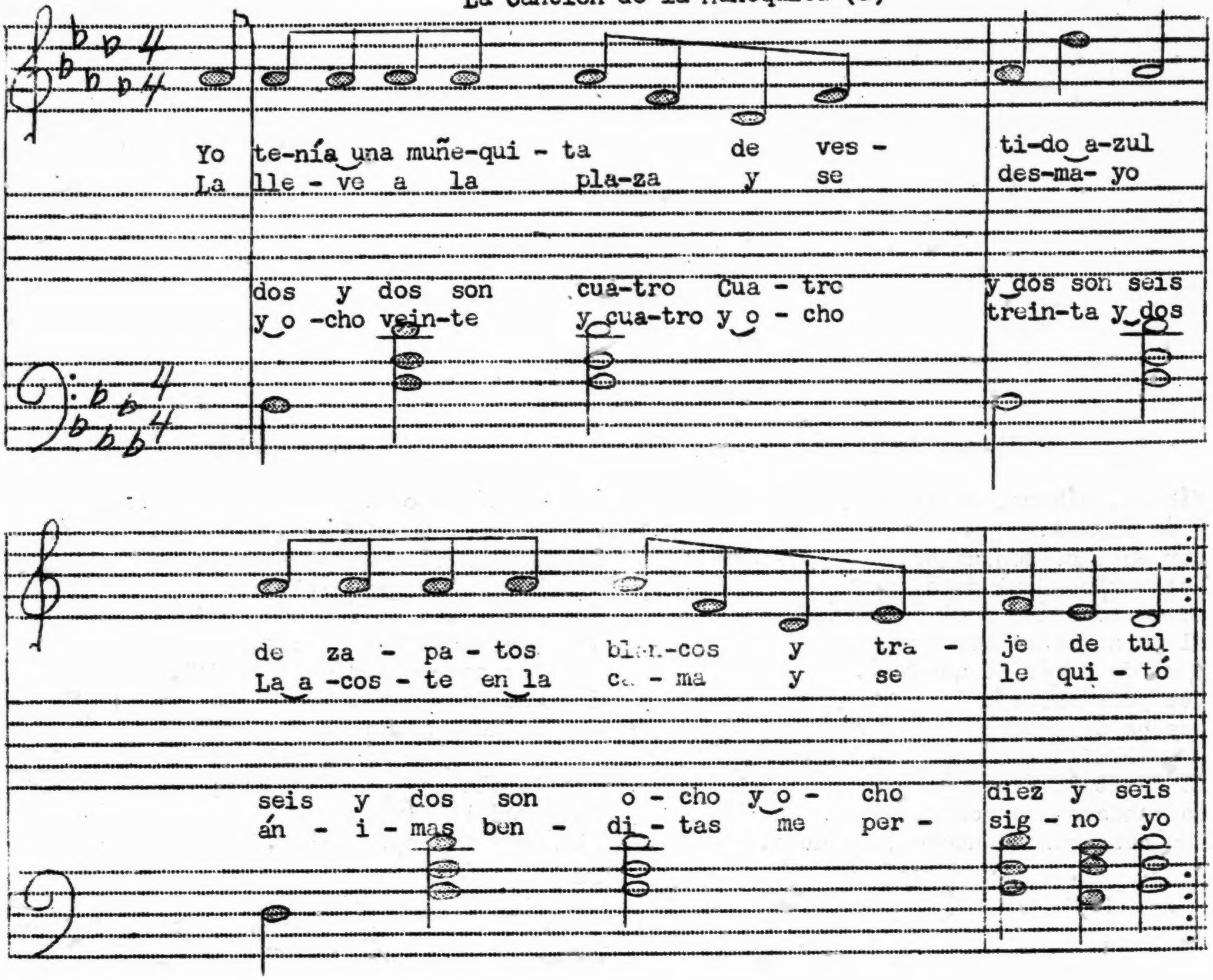
Oh, Patria Mía

Oh, patria mía,
Bendita tierra
De libertad.
Amo tus cerros,
Amo tus cielos,
Amo tu suelo
De libertad.

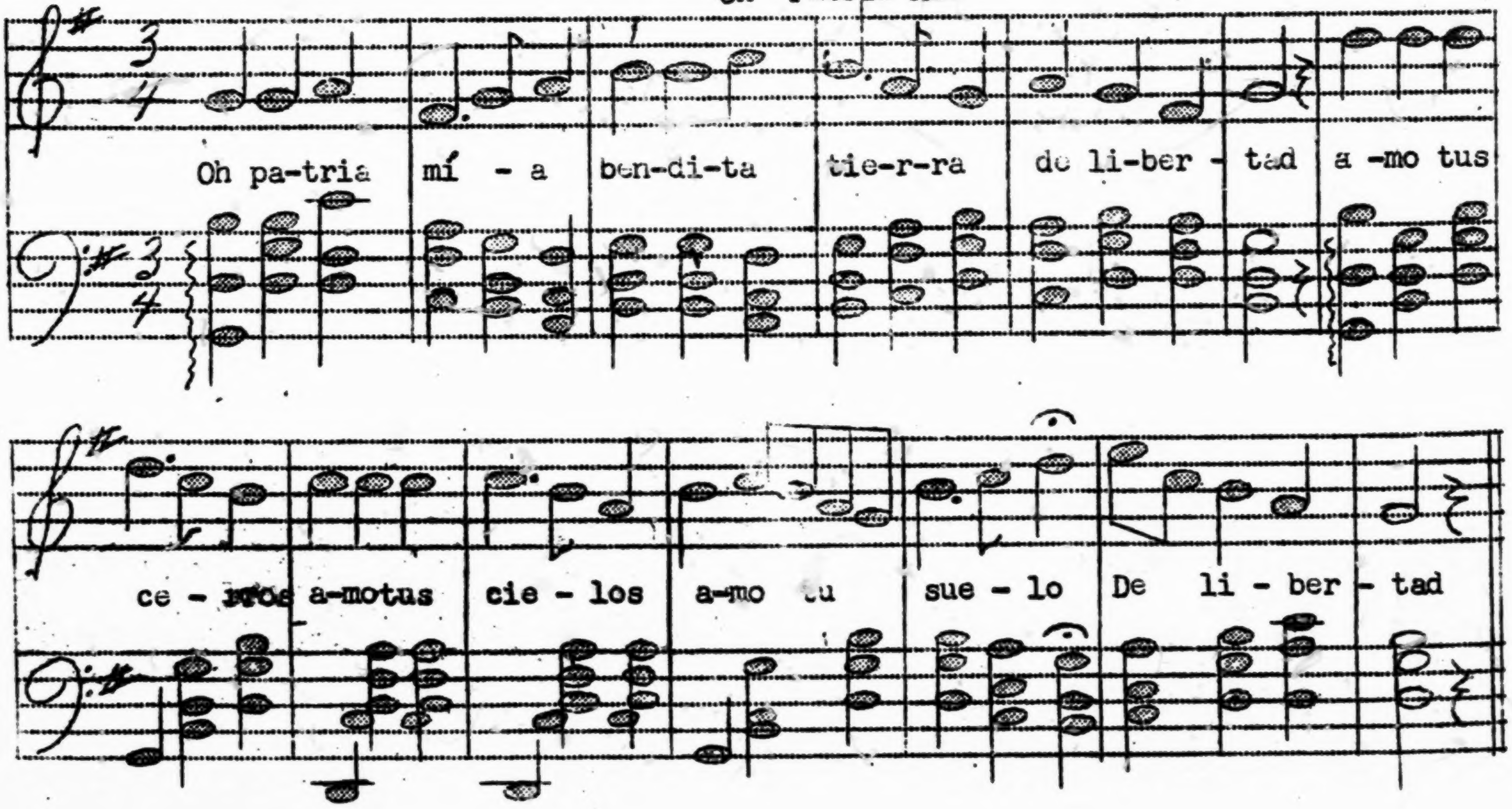
My Country 'Tis of Thee

Oh, my country
Blessed land
Of liberty.
I love your mountains,
I love your skies,
I love your earth,
Of liberty.

La Canción de la Muñequita (1)


Yo te-nía una muñe-qui - ta de ves - ti-do a-zul
La lle - ve a la pla-za y se des-ma- yo
dos y dos son cua-tro Cua - tro y dos son seis
y o -cho vein-te y cua-tro y o - cho trein-ta y dos
de za - pa - tos blan-cos y tra - je de tul
La a -cos - te en la ca - ma y se le qui - tó
seis y dos son o - cho y o - cho diez y seis
án - i - mas ben - di - tas me per - sig - no yo

Oh Patria Mía


Oh pa-tria mí - a ben-di-ta tie-r-ra de li-ber - tad a -mo tus
ce - mos a-motus cie - los a-mo tu sue - lo De li - ber - tad

Vibora de la Mar

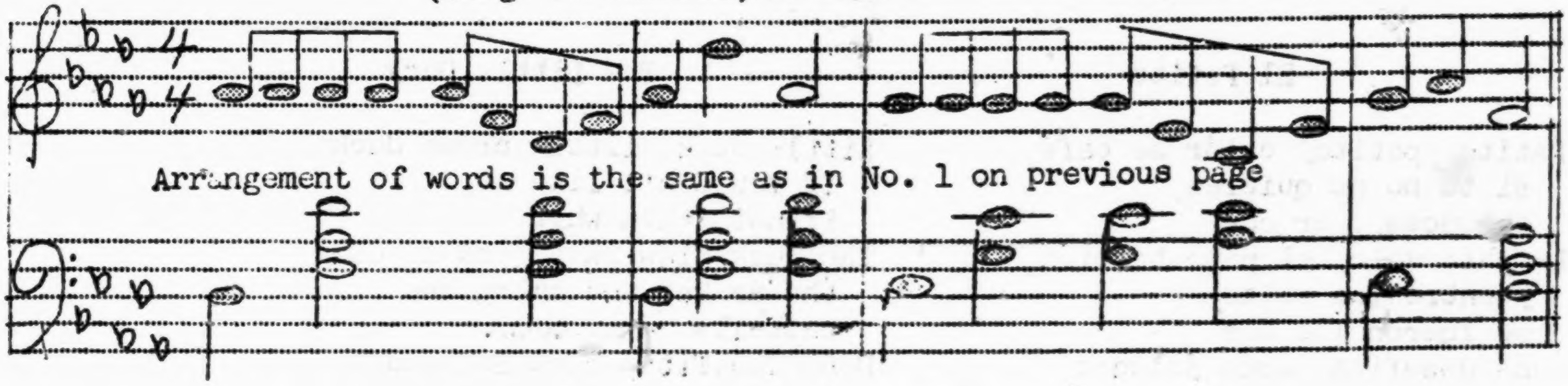
Víbora, víbora, de la mar,
  de la mar,
por equí pueden pasar;
este niño ¿Cuál será,
el de adelante o el de atrás?
El de adelante corre mucho
y el de atrás se quedará.
Que pase el rey,
Que ha de pasar;
Que el hijo del conde se quedará.
La casita se quebró;
La mandaron componer,
con cáscaras de huevo y de nuez.

London Bridge

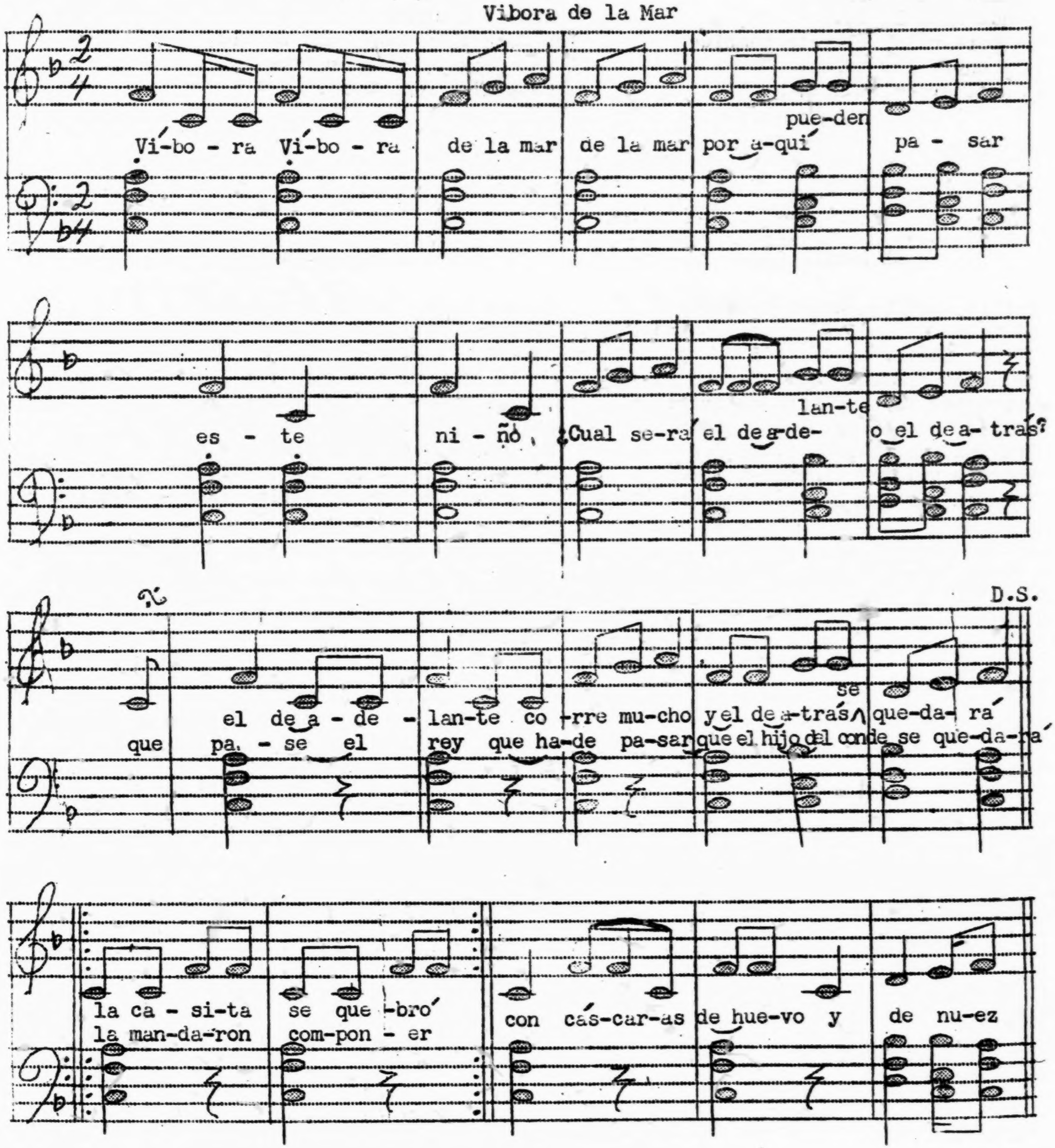
Snake, snake of the sea, of the sea,

Anyone can pass through here;
Which one will be "it"?
The one ahead or the one behind?
The one ahead runs a lot,
And the one behind will be"it".
Let the King pass,
For he must pass;
The son of the count will be "it".
The little house broke down;
They had it fixed,
With egg and nut shells.

(Tengo Una Muñeca) La Canción de la Muñequito (2)


Arrangement of words is the same as in No. 1 on previous page

Vibora de la Mar


Ví-bo - ra Ví-bo - ra de la mar de la mar por a-quí pue-den pa - sar
es - te ni - ño ¿Cual se-rá el de a-de- lan-te o el de a-trás?
el de a - de - lan-te co - rre mu-cho y el de a-trás se que-da-rá
que pa - se el rey que ha-de pa-sar que el hijo del conde se que-da-rá
D.S.
la ca - si-ta se que-bró con cás-car-as de hue-vo y de nu-ez
la man-da-ron com-pon - er

El Patito

Patito, patito, color de café,
si tú no me quieres,
entonces, por qué?
La pata volo, el pato también,
y entre los tules
se fueron los dos
Dona Josefita dona Soledad,
mire a su patito
que risa le da.
La pata voló, el pato también,
y entre los tules
se fueron los dos.

The Little Duck

Little duck, little brown duck
if you don't like me,
if not, then why?
The duck flew away, and so did
the drake, and among the
cattails went both.
Dona Josefita, dona Soledad,
look at your little duck
how it laughs.
The duck flew away, and so did
the drake, and among the
cattails went both.

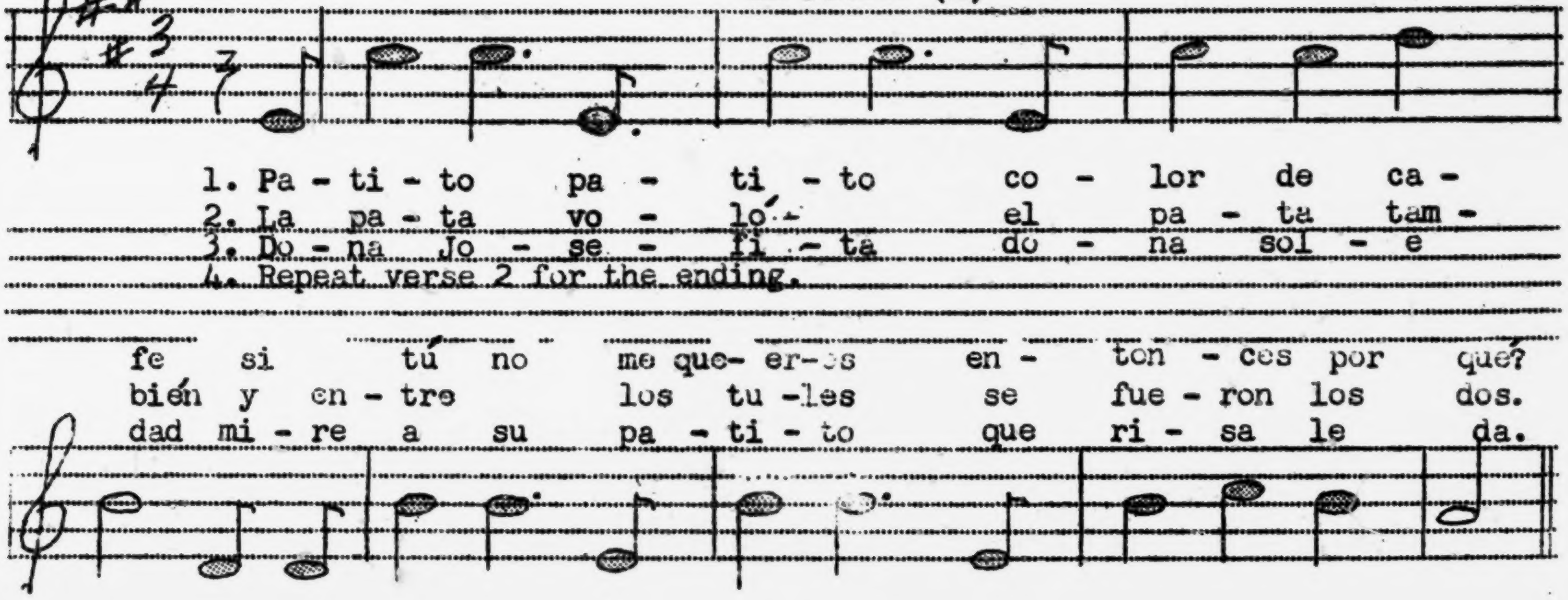
El Patito (2)

Patito, patito, color de café
Si tú no me quieres, pues, luego
¿por qué?
Ya no se presuma, que al cabo yo sé
Que usted es un patito color de café
Me dijo que sí ya luego que no
Era una patita como todas son
La pata voló Y el pato también
Y nunca jamás a los dos encontré.

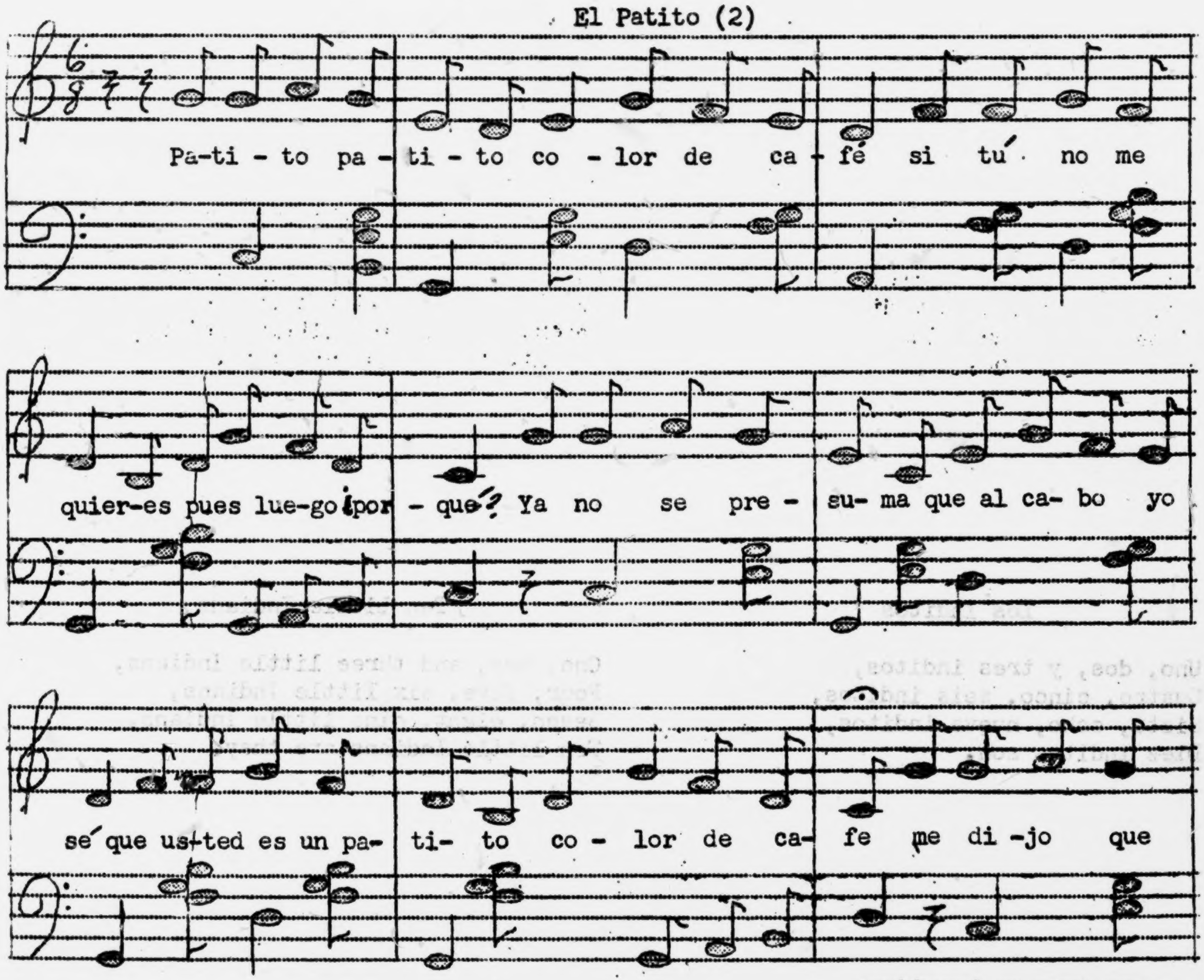
The Little Duck (2)

Little duck, little brown duck
If you don't like me then
why?
Don't keep pretending, for I already know
That you are a little brown duck
She said "yes" at first; then "no"
She was a duck just like the rest
The duck flew away and so did the drake
And never again did I find them - anymore.

El Patito (1)


1. Pa - ti - to pa - ti - to co - lor de ca -
2. La pa - ta vo - ló - el pa - ta tam -
3. Do - na Jo - se - fi - ta do - na sol - e
4. Repeat verse 2 for the ending.
fe si tú no me que- er-es en - ton - ces por qué?
bién y en - tre los tu -les se fue - ron los dos.
dad mi - re a su pa - ti - to que ri - sa le da.

El Patito (2)


Pa-ti - to pa - ti - to co - lor de ca - fé si tú no me
quier-es pues lue-go ¿por - qué? Ya no se pre - su- ma que al ca- bo yo
sé que us-ted es un pa- ti- to co - lor de ca- fe me di -jo que

continued on next page

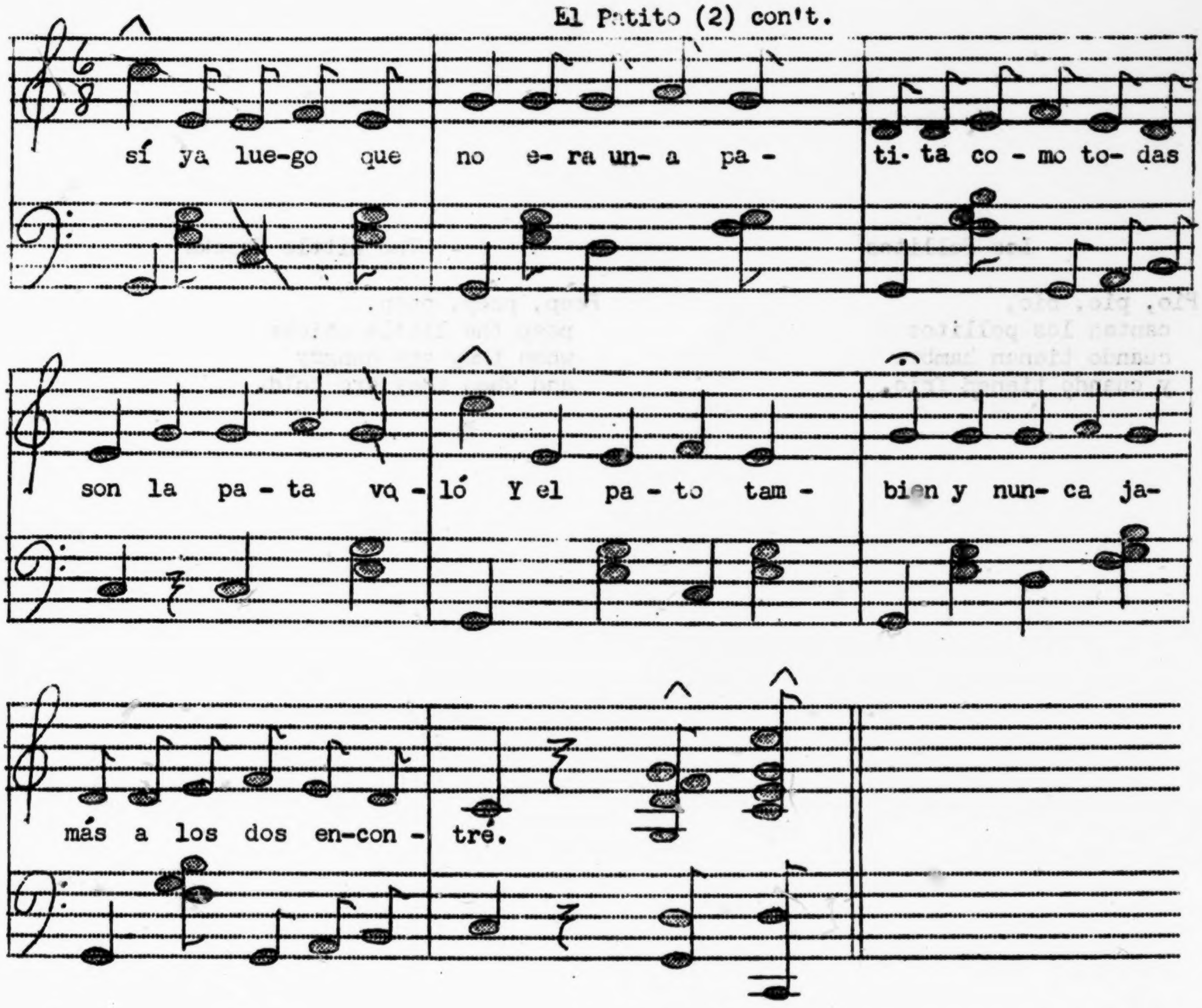
Los Inditos

Uno, dos, y tres inditos,
Cuatro, cinco, seis inditos,
Siete, ocho, nueve inditos,
Diez inditos son.

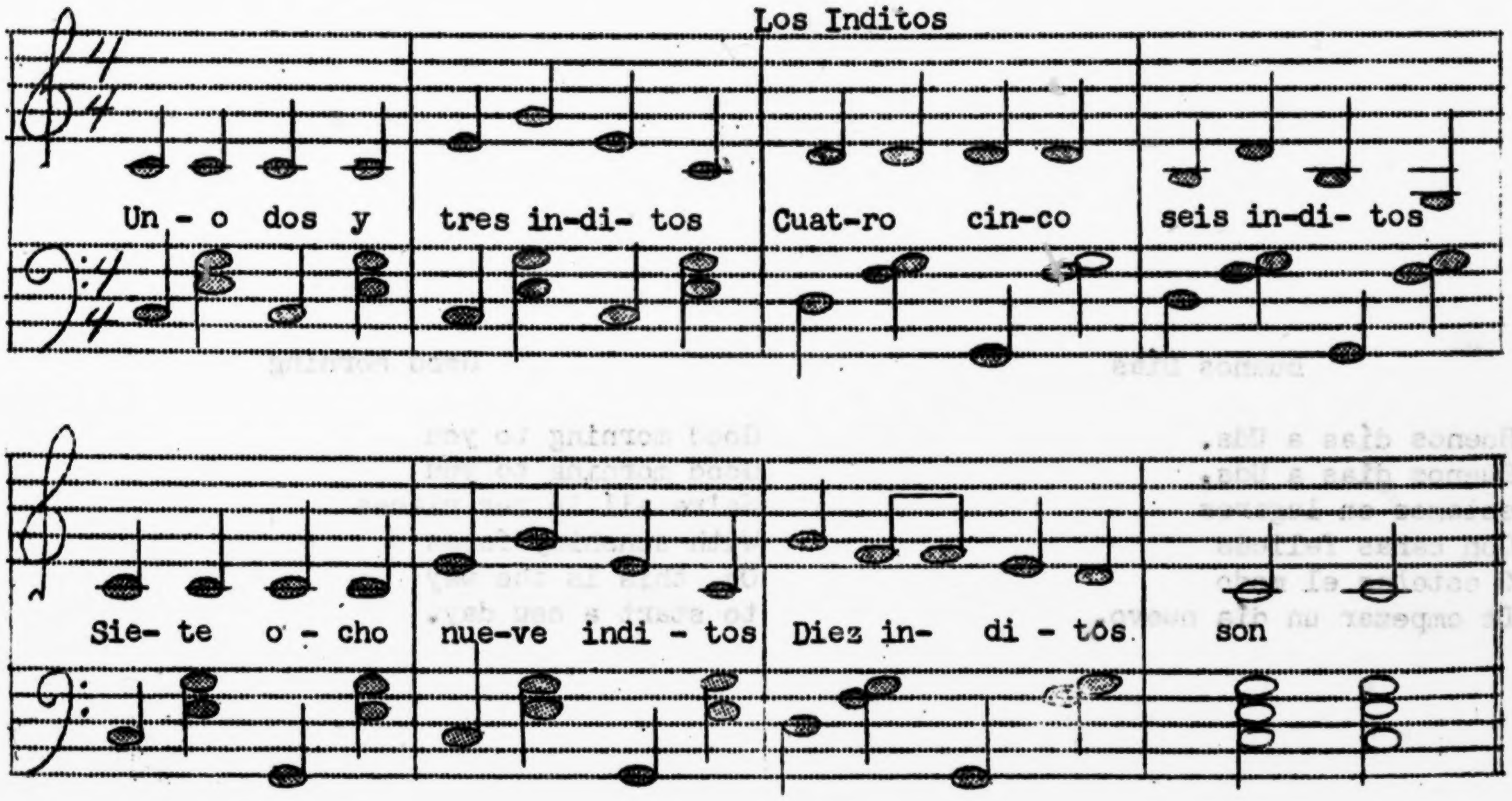
Ten Little Indians

One, two, and three little Indians,
Four, five, six little Indians,
Seven, eight, nine little Indians,
Ten little Indians are they.

El Patito (2) con't.


sí ya luego que no e- ra un- a pa - ti- ta co - mo to- das
son la pa - ta vo - ló Y el pa - to tam - bien y nun- ca ja-
más a los dos en-con - tré.

Los Inditos


Un - o dos y tres in-di- tos Cuat-ro cin-co seis in-di- tos
Sie- te o - cho nue-ve indi - tos Diez in- di - tos son

Los Pollitos

Pío, pío, pío,
cantan los pollitos
cuando tienen hambre
y cuando tienen frío.

The Little Chicks

Peep, peep, peep,
peep the little chicks
when they are hungry
and when they are cold.

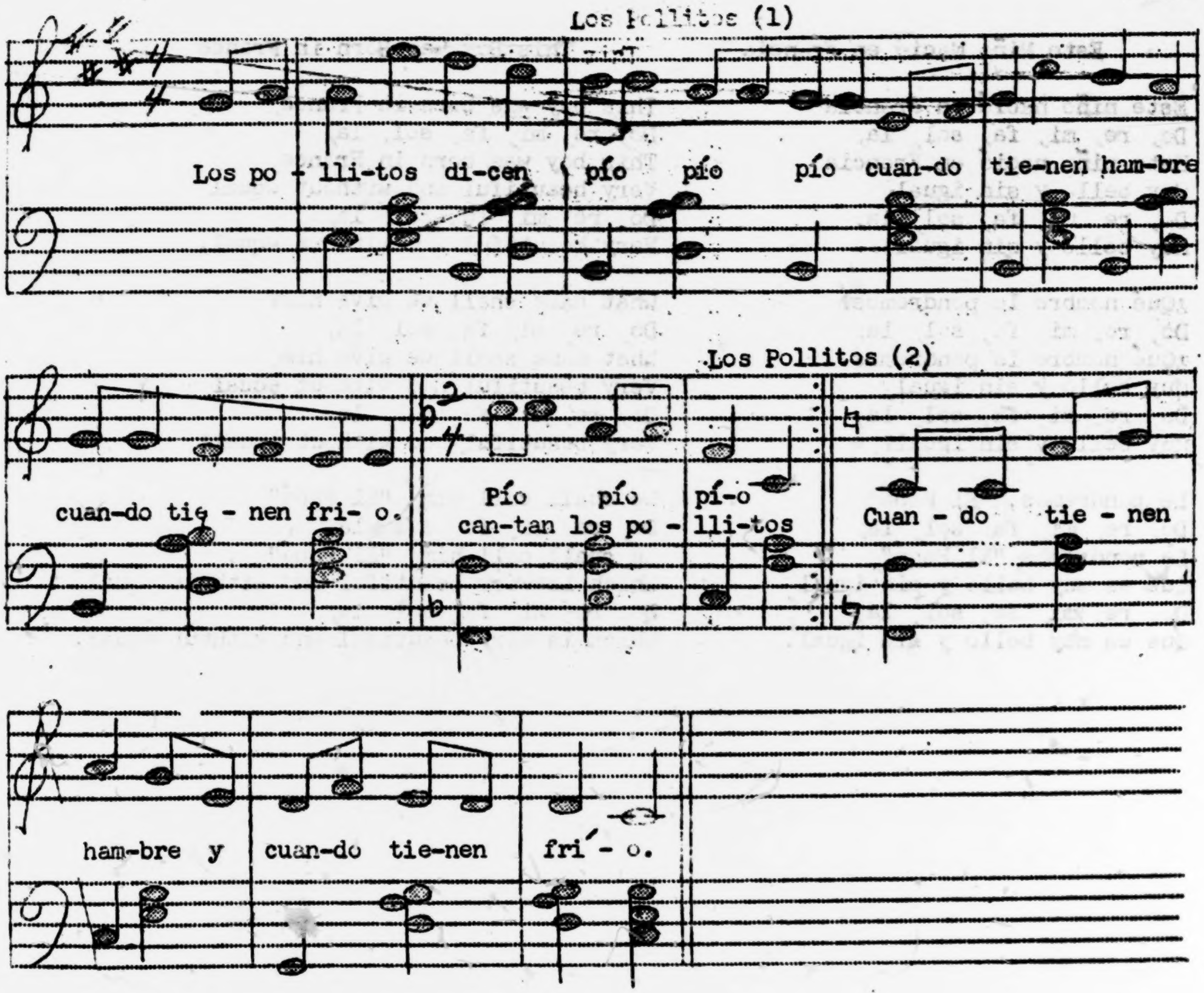
Buenos Días

Buenos días a Uds.
Buenos días a Uds.
estamos en lugares
Con caras felices
O este es el modo
De empezar un día nuevo.

Good Morning

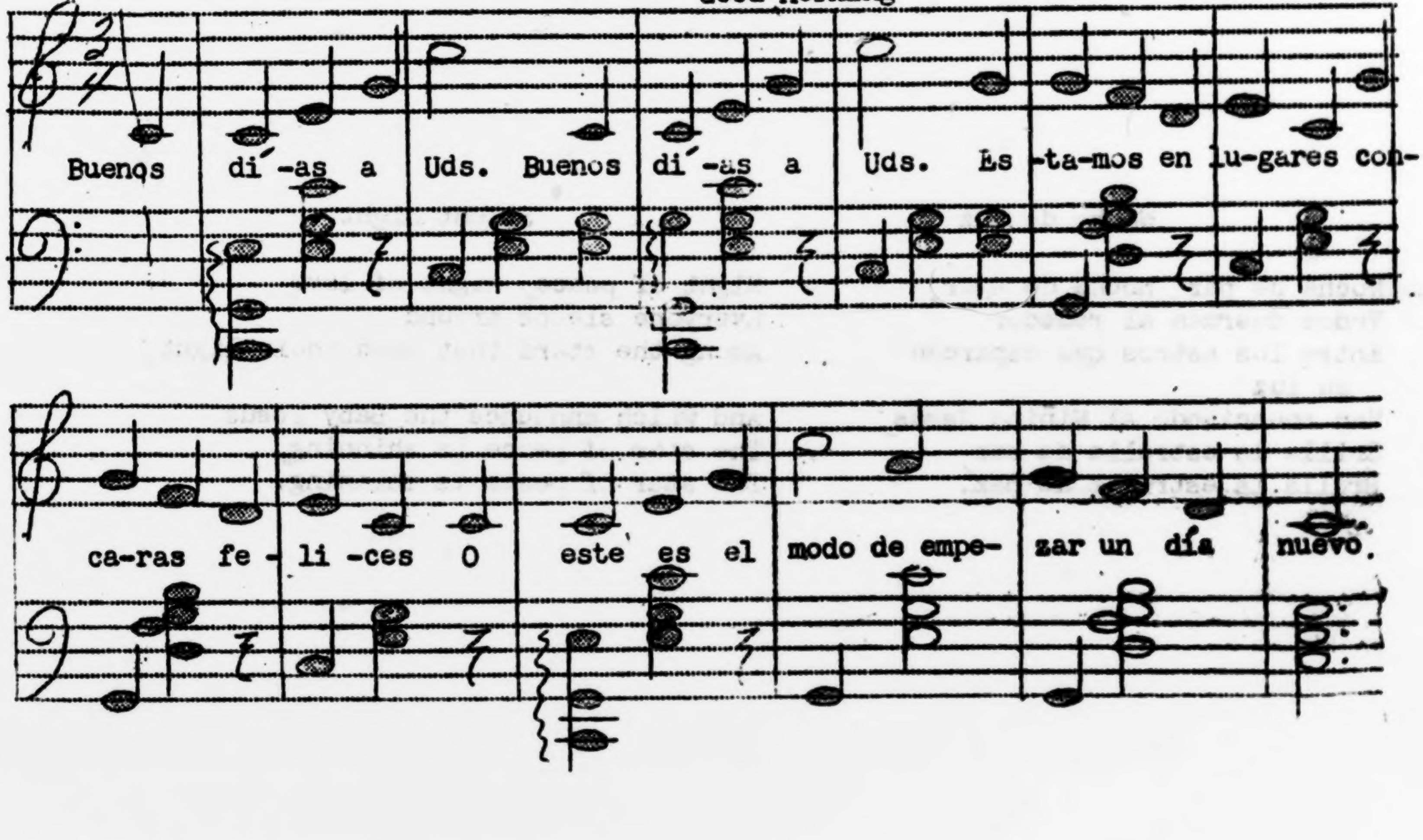
Good morning to you
Good morning to you
We're all in our places
With sunshiny faces
Oh, this is the way
to start a new day.

Los Pollitos (1)


Los po - lli-tos di-cen pío pío pío cuan-do tie-nen ham-bre
cuan-do tie - nen fri- o.
Pío pío pí-o
can-tan los po - lli-tos
Cuan - do tie - nen
ham-bre y cuan-do tie-nen fri´- o.

Los Pollitos (2)

Good Morning


Buenos di´-as a Uds. Buenos di´-as a Uds. Es -ta-mos en lu-gares con-
ca-ras fe - li -ces O este es el modo de empe- zar un día nuevo.

Este Niño Nació en Francia

Este niño nació en Francia
Do, re, mi, fa, sol, la,
Este niño nació en Francia
Muy bello y sin igual,
Do, re, mi, fa, sol, la,
Muy bello y sin igual.

¿Qué nombre le pondremos?
Do, re, mi, fa, sol, la;
¿Qué nombre le pondremos
Muy bello y sin igual,
Do, re, mi, fa, sol, la,
Muy bello y sin igual?

Le pondremos, "El Papá"
Do, re, mi, fa, sol, la,
Le pondremos, "El Papá",
Que es muy bello y sin igual,
Do, re, mi, fa, sol, la,
Que es muy bello y sin igual.

This Boy Was Born in France

This boy was born in France,
Do, re, mi, fa, sol, la,
This boy was born in France,
Very beautiful and without equal
Do, re, mi, fa, sol, la,
Very beautiful and without equal.

What name shall we give him?
Do, re, mi, fa, sol, la,
What name shall we give him,
Very beautiful and without equal
Do, re, mi, fa, sol, la,
Very beautiful and without equal?

We shall call him, "El Papá"
Do, re, mi, fa, sol, la,
We shall call him, "El Papá"
Which is very beautiful and without equal
Do, re, mi, fa, sol, la,
Which is very beautiful and without equal.

Noche de Paz

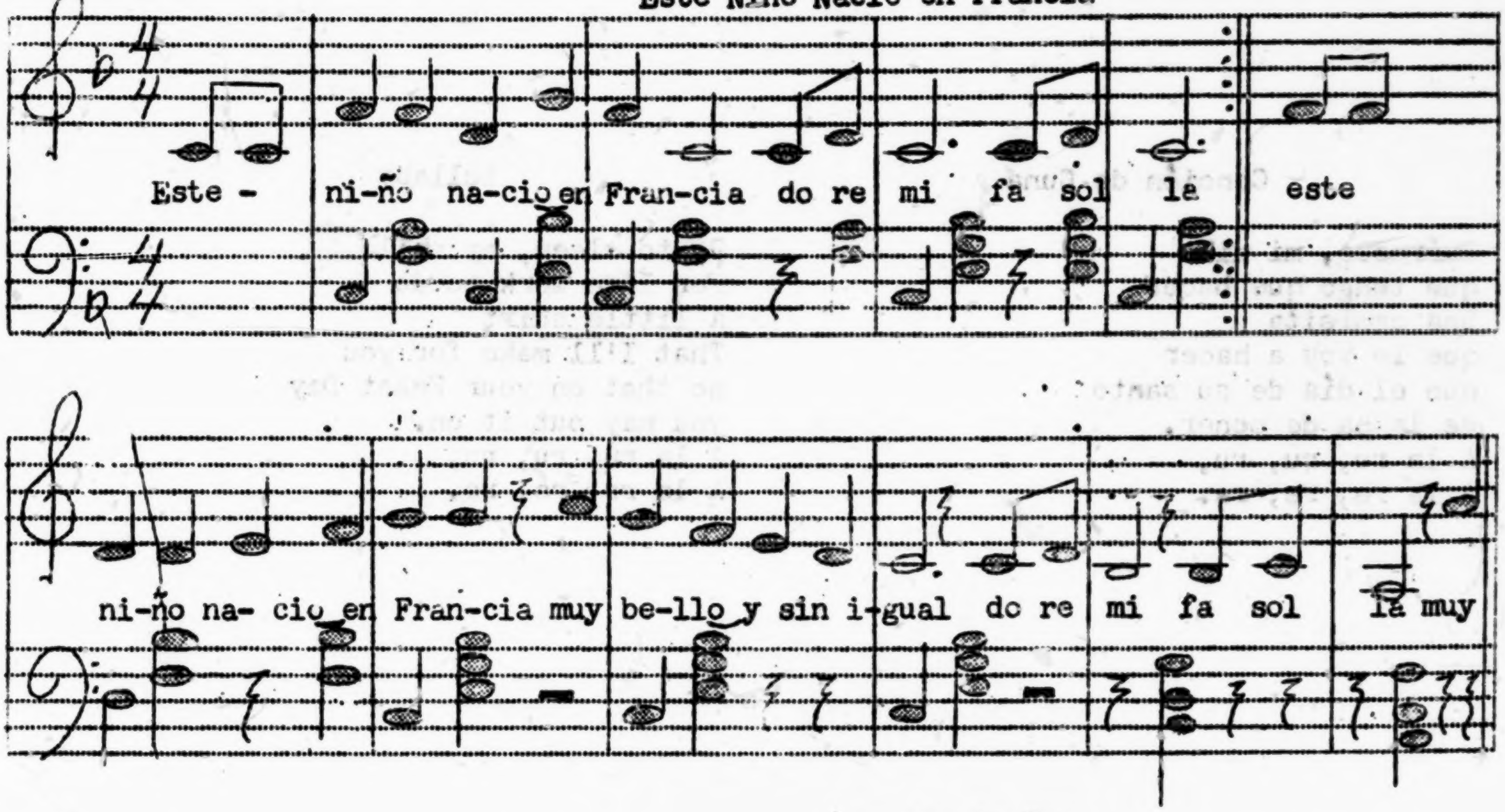
Noche de paz, noche de amor,
Todos duermen al rededor
Entre los astros que esparcen
su luz,
Van anunciando al Niñito Jesús,
Brilla la estrella de paz,
Brilla la estrella de paz.

Silent Night

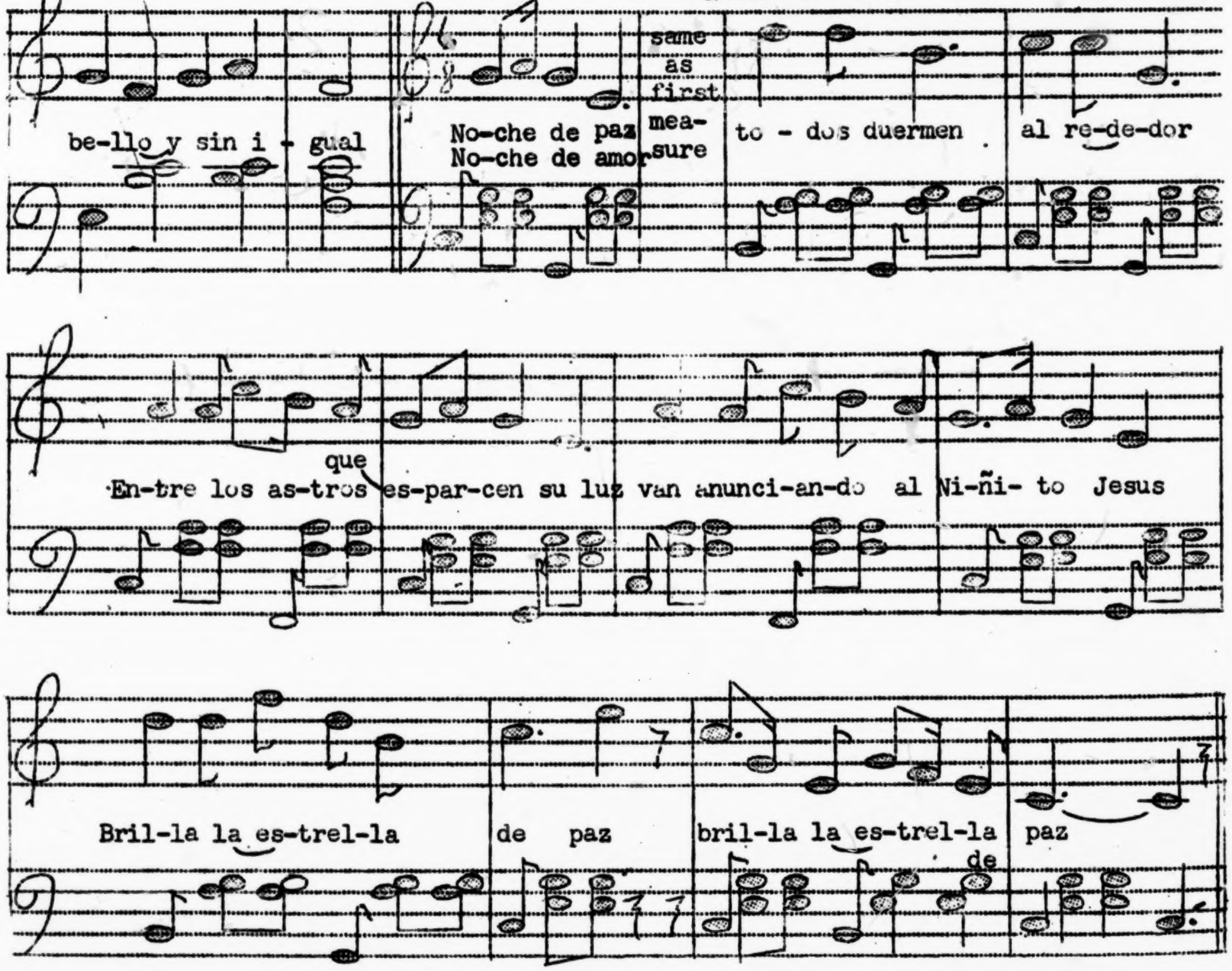
Night of peace, night of love,
Everyone sleeps around
Among the stars that shed their light,

And which announce the Baby Jesus,
The star of peace is shinning,
The star of peace is shinning.

Este Niño Nacio en Francia


Este - ni-ño na-cio en Fran-cia do re mi fa sol la este
ni-ño na- cio en Fran-cia muy be-llo y sin i-gual do re mi fa sol la muy

Noche de Paz


be-llo y sin i - gual
No-che de paz
No-che de amor
same as first mea-sure
to - dos duermen al re-de-dor
que
En-tre los as-tros es-par-cen su luz van anunci-an-do al Ni-ñi- to Jesus
Bril-la la es-trel-la de paz bril-la la es-trel-la de paz

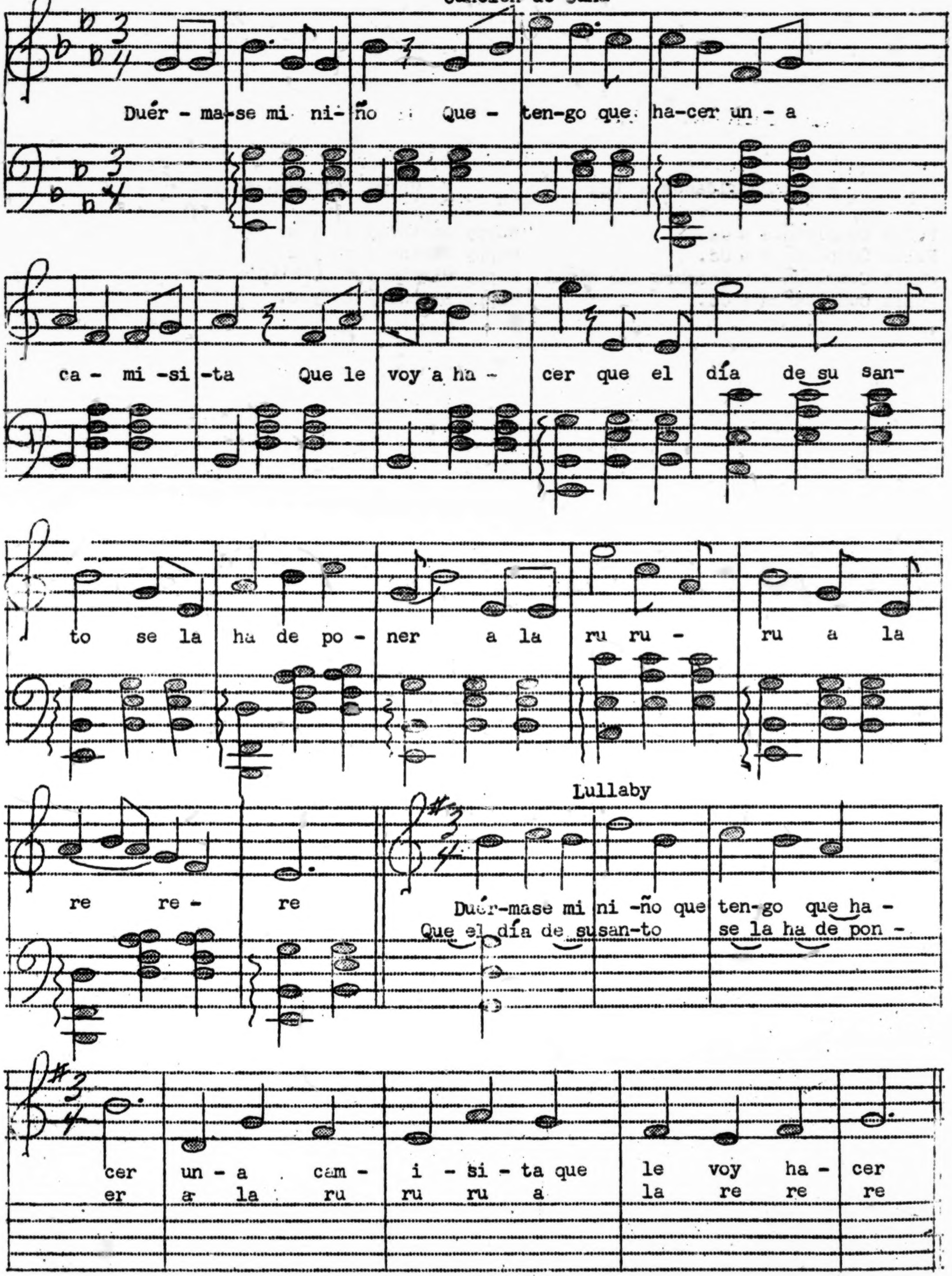
Canción de Cuna

Duérmase, mi niño
que tengo que hacer
Una camisita
que le voy a hacer
que el día de su santo
se la ha de poner.
A la ru, ru, ru,
A la re, re, re.

Lullaby

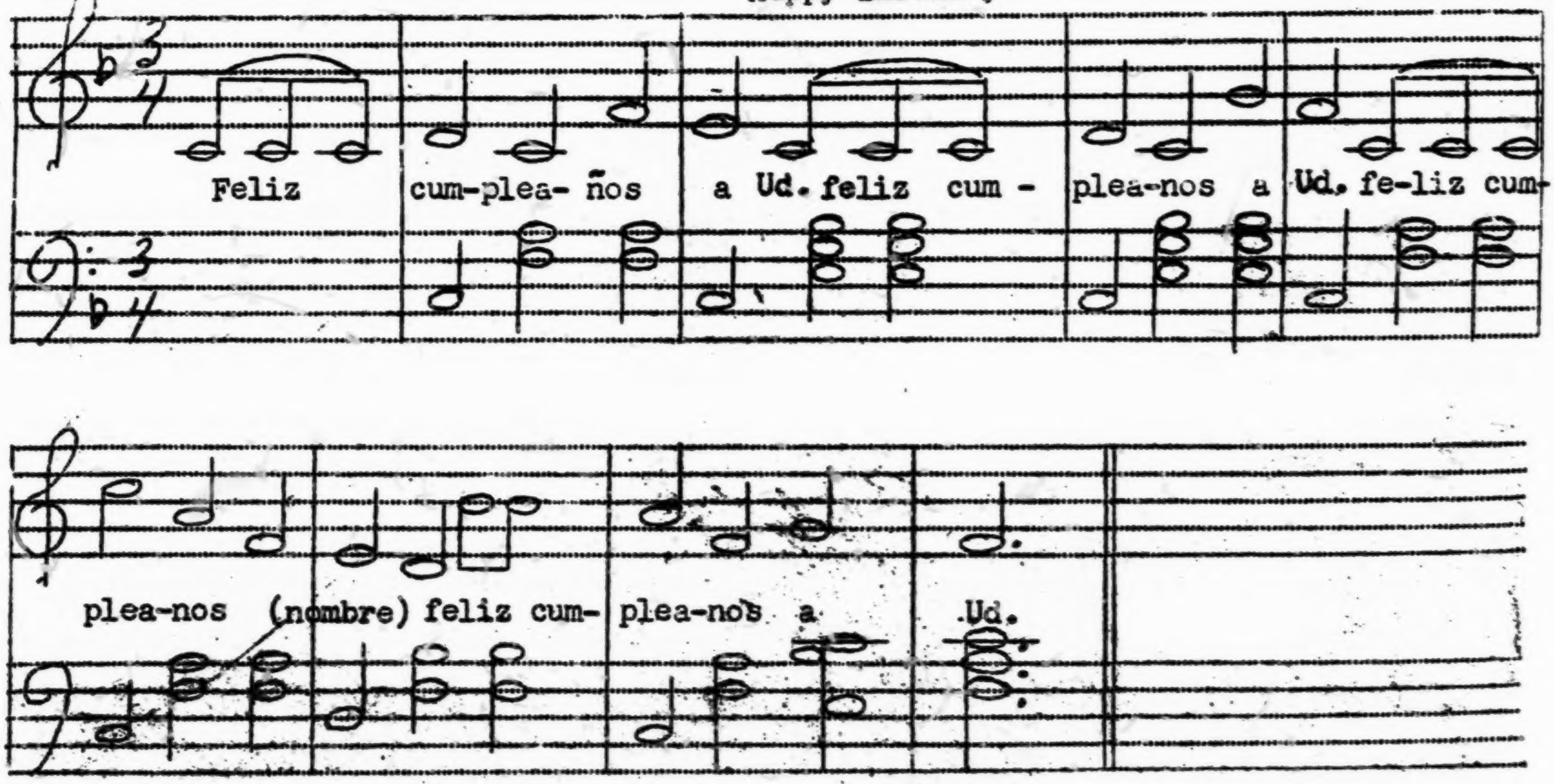
Go to sleep, my child
For I've work to do
A little shirt
That I'll make for you
so that on your Feast Day
you may put it on.
A la ru, ru, ru,
A la re, re, re.

Canción de Cuna


Duér - ma-se mi ni- ño Que - ten-go que ha-cer un - a
ca - mi -si -ta Que le voy a ha - cer que el día de su san-
to se la ha de po - ner a la ru ru - ru a la
re re - re
Lullaby
Duér-mase mi ni -ño que ten-go que ha -
Que el día de su san-to se la ha de pon -
cer un - a cam - i - si - ta que le voy ha - cer
er a la ru ru ru a la re re re

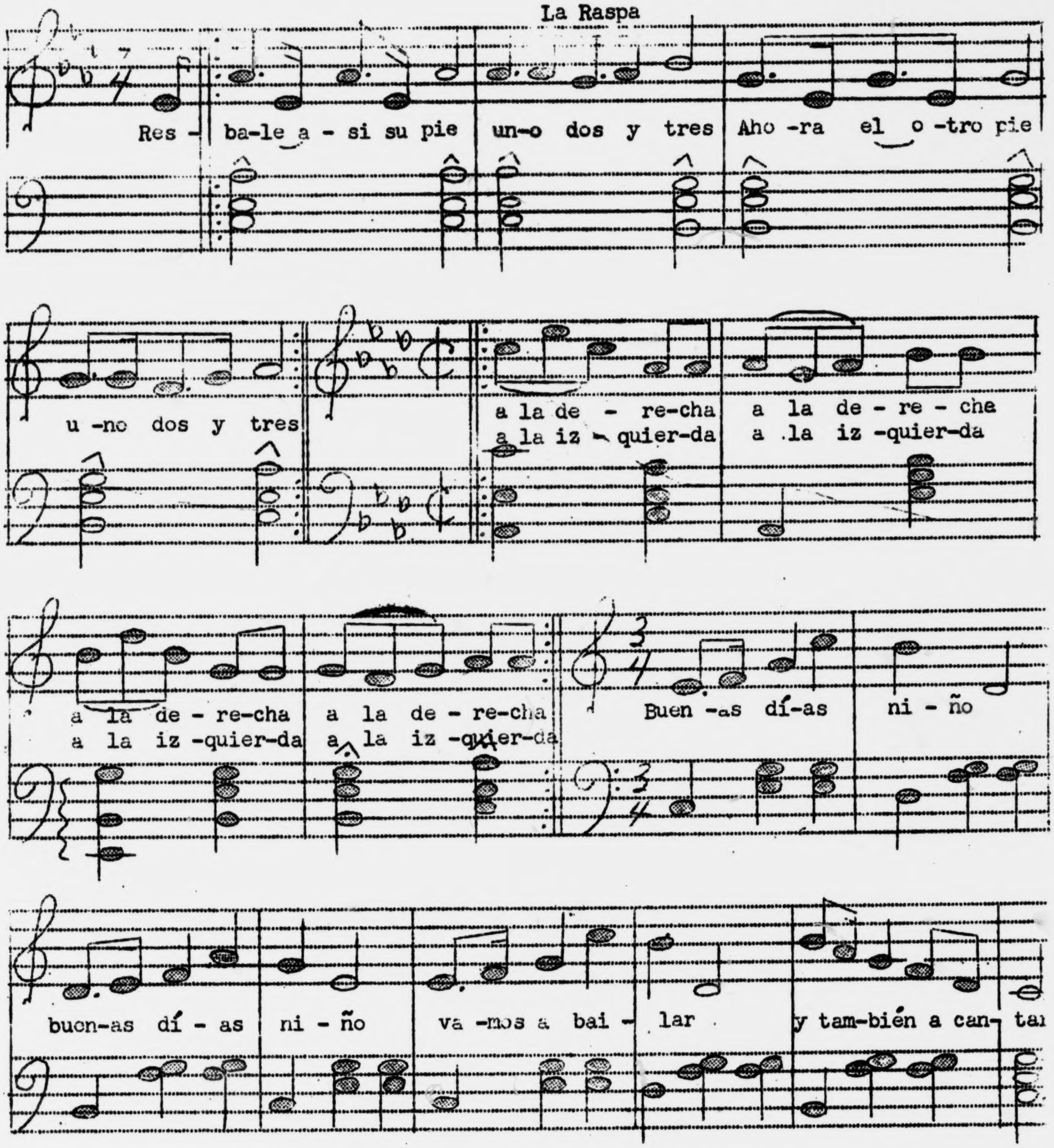
Feliz Cumpleaños a Ud.	Happy Birthday to You
Feliz Cumpleaños a Ud.	Happy Birthday to you
Feliz Cumpleaños a Ud.	Happy Birthday to you
Feliz Cumpleaños (nombre del niño)	Happy Birthday to (child's name)
Feliz Cumpleaños a Ud.	Happy Birthday to you.

Happy Birthday


Feliz cum-plea- ños a Ud. feliz cum - plea-nos a Ud. fe-liz cum-
plea-nos (nombre) feliz cum- plea-nos a Ud.

La Raspa	The Slide
Resbale así su pie	Slide your foot this way
Uno; dos y tres	One, two, and three
Y ahora el otro pie	And now the other foot
Uno, dos, y tres	One, two and three
(Repeat)	(Repeat)
A la derecha, a la derecha	To the right, to the right
A la derecha, a la derecha	To the right, to the right
A la izquierda, a la izquierda	To the left, to the left
A la izquierda, a la izquierda	To the left, to the left
Buenos días niño, buenos días niña,	Good morning little boy, good morning little girl,
Vamos a bailar, y también a cantar.	Let's dance, also let's sing.

La Raspa


Res - ba-le a - si su pie un-o dos y tres Aho -ra el o -tro pie
u -no dos y tres
a la de - re-cha a la de - re - che
a la iz - quier-da a la iz -quier-da
a la de - re-cha a la de - re-cha
a la iz -quier-da a la iz -quier-da
Buen -as dí-as ni - ño
buen-as dí - as ni - ño va -mos a bai - lar y tam-bién a can- tar